



**YEAR 11 & 12
COURSE
MANUAL
2027 – 2028**



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Introduction to Years 11 and 12

The transition from Year 10 to Years 11 and 12 is a major one. For many students, the decision to study particular units will often shape their academic futures or career choices. It is of paramount importance that students are well informed about their units and that the decision to complete a particular course or particular subjects has come from thorough and thoughtful investigation. It is very important that you read the information contained in this booklet carefully, as well as make full use of the resources available to you - people, publications, information sessions, etc. - before making your decisions.

When you move into the final two years of formal schooling it is important that you choose subjects that:

- enable you to work from your strengths and/or your own enjoyment level
- challenge you to make the most of your capabilities
- provide you with the qualification that you need to pursue your career and ambitions after you leave school
- offer a range of study that is manageable (i.e. think about choosing a balance between theoretical and practical subjects)
- provide life skills
- are your choices and **not** the choices of others.

[Overview Video](#)

There are several Pathways for the final two years of schooling

- **Victorian Certificate of Education (VCE) (for students requiring an ATAR for Tertiary Education)**
VCE requires the successful completion of Units 1 & 2 and Units 3 & 4. Effective completion of VCE demands students study approximately 2 - 3 hours each night and six to eight hours over the weekend. Hence, a VCE student must set priorities for activities and be very organised. Success in VCE usually goes to the student who is committed and has a strong work ethic.
- **Victorian Certificate of Education Vocational Major (VCE VM)**
The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE, designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests, and develop the skills and capabilities needed to succeed in work, further education, and life.
It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce. Success in VCE VM usually goes to the student who is committed to thriving in different environments (school, TAFE provider, work place) and who is able to balance different demands in education; a strong work ethic and excellent time management is required.
- **Victorian Pathways Certificate (VPC)**
The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and Year 12 standards-based certificate that meets the needs of a smaller number of students who are not able or ready to complete the VCE (including VCE Vocational Major). It provides an enriched curriculum and excellent support for students to develop skills, capabilities and qualities for success in personal and civic life. Students will gain the skills, knowledge, values and capabilities to make informed choices about pathways into a senior secondary qualification, entry level vocational education and training (VET) course, or employment.
- **Vocational Education and Training (VET)** combines classroom learning with hands on industry training. Students undertaking a VET subject receive a nationally accredited certificate on completion of their studies. VET subjects can be undertaken as part of VCE or Vocational Major studies.

To help with your decision-making process, consider these questions:

- Am I leaning towards study of the VCE to gain tertiary entry? What subject pre-requisites do tertiary institutions require for the career path I am interested in?
- Would it be better to undertake VCE VM to link in with a particular TAFE course or employment?
- Are there any VET subjects that I should undertake for the final two years of schooling, and beyond?
- How do I choose subjects or combinations of subjects that will keep my options open for future study?
- Should I continue with the study of a VCE Language?
- Which English subject am I most suited to?

English focuses on the study of two texts per semester, analysis of issues, a writing folio and oral presentation skills. Literature involves the study of a range of texts in close detail. English Language is a study of linguistics and a systematic exploration of the English language.

Pathways Information

OVERVIEW

You are now enrolling in the post-compulsory phase of your education. It is your choice what you do from now. It is in your interest to make full use of the time and resources available for the course selection process.

In World of Work, you have already undertaken the necessary steps to make broad based career decisions. You have identified your career interest areas, your career values and your career abilities. The Morrisby Psychometric Profile that all Year 10 students complete, and information from universities and TAFEs, have been your tools to search out new information and inform yourself of options. All careers information is held in the Careers Centre and on the Career Tools Website. You need to revisit this, and the experiences you have had in the work place, to plan your next two years of education. Remember to choose subjects that interest you, and that you are good at, and those that will lead to the future of your choice.

TAKE TIME TO EXPLORE, THINK, AND PLAN

Many of you may feel confused by this decision process and are uncertain about your career pathway. Remember you do not need to make a decision now about a specific career you want to pursue. You simply need to choose a group of subjects which will allow you the opportunity to pursue a range of careers that you may be interested in at this stage in your life.

Year 11 is a wonderful opportunity to undertake an exploration of subjects in more depth. Make sure that you are aware of the units that demand a Units 1 - 4 sequence and the pre-requisites for the range of areas you may wish to pursue after post-secondary schooling. In general, Sacred Heart College will offer studies as two-unit sequences. In Year 11, students will normally take Units 1 and 2 as a sequence.

Use every experience as an opportunity for learning. Education takes on many forms including VCE, VCE VM, VET, School-Based Apprenticeships, Traineeship and Pathways. Consider the type of learning style you have; are you a practical learner or academic learner? Which suits you best?

Whether you are targeting your next learning experience via an apprenticeship/traineeship, on the job training, TAFE or university, you need to be acutely aware of the skills you wish to develop to ensure an employable future.

PLAN FOR THE FUTURE - JOBS ARE NOT FOR LIFE ANY MORE

Most people will have a number of different jobs throughout their life; you will need to be flexible, adaptable, multi-skilled and mobile. New jobs are created and others become redundant every day. You need to develop skills that are transferable and accept that your education and further training will be an ongoing process for the duration of your working life.

WHICH SKILLS ARE IMPORTANT?

Whichever career pathway/s you select, you will need to use a variety of skills in the workplace. These are known as transferable skills. They include:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others in teams
- using mathematical ideas and techniques
- solving problems
- using technology

Top selection criteria used by employers:

Skills / Attributes

- Communication
- Critical reasoning
- Problem solving
- Passion
- Positive attitude

You have been developing these skills throughout your schooling. It is important that you continue to extend these skills in Years 11 and 12.

RESOURCES FOR MAKING YOUR DECISION

Make sure you discuss your thoughts and plans with a wide range of people. Remember to access the resources available at the school, including:

- Course Scan: A computer program which will show the courses your subject choices will allow you to enter.
- VTAC link to search for prerequisite information for tertiary courses.
<https://vtac.edu.au/guides/y10guide>
- Resources of the Career Centre
- Careers Practitioners
- Learning Area Leaders
- Tertiary Websites
- Group Training Organisations

Your career pathway is not a one stop destination; it is a life long journey.

The more you research, the better your decision will be. We have included some useful websites for you to research. (Refer to Appendix A)

VCE At Sacred Heart College

Victorian Curriculum and Assessment Authority regulations stipulate that the VCE is awarded to students who satisfactorily complete (i.e. gain an 'S' for) a minimum of 16 units, 8 of which are Units 1 and 2, and the remaining 8, Units 3 and 4.

These units must include:

- Units 3 & 4 of at least one from the English group.
- At least three sequences of Units 3 and 4 studies other than English, which may include any number of English sequences as long as the English requirement has been met.

Note: The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is required.

At Sacred Heart College, our policy states that students are expected to enrol in twelve units in Year 11, as well as the Religious Education program. This is normally followed by ten units in Year 12. This total of 22 units provides students with a wide range of options to support their career pathways.

Religious Education

In Year 11 and 12 all students will study the Sacred Heart College Religious Education program. Three lessons per fortnight. In addition, students can also select VCE Religion and Society.

2027 Subject Table

Subject Options		Year 10	Year 11 Units 1 & 2	Year 12 Units 3 & 4
English: Core		English Applied English	English English Language Literature	English English Language Literature
English: Elective		10 English Language 10 Literature		
Religious Education		Yr 10 RE	Yr 11 RE	Yr 12 RE
Applied Learning/ VCE VM		World of Work VEIP	VM Work Related Skills VM Personal Development Skills VM Literacy (OR English Option) VM Foundation Maths (or Numeracy Option)	VM Work Related Skills VM Personal Development Skills VM Literacy (OR English Option) VM Foundation Maths (or Numeracy Option)
Humanities	Humanities	Commerce Geography History Philosophy	Commerce Geography History Philosophy Religion & Society	Commerce Geography History Philosophy Religion & Society
	Business & Economics	Money Tree	Business Management Economics Legal Studies	Business Management Economics Legal Studies
Mathematics		Applied Mathematics General Mathematics Advanced Mathematics	Foundation Mathematics General Mathematics Mathematical Methods Specialist Mathematics	Foundation Mathematics General Mathematics Mathematical Methods Specialist Mathematics
Health & PE		Health and Human Development Physical Education Outdoor Recreation	Health and Human Development Physical Education Outdoor & Environmental Studies	Health and Human Development Physical Education Outdoor & Environmental Studies
Arts	Performing Arts	Drama Music	Drama Music Theatre	Drama Music Theatre
	Visual Arts	Art Media Visual Communication	Art Media Visual Communication	Art Media Visual Communication
Languages		French Japanese	French Japanese	French Japanese
Technology	Design & Technology	Automotive (Rev Heads) Micro Electronics STEM (Wood, Textiles)	Food Studies	Food Studies
	Digital Technology	Excel Monies and Networks Online Gaming and Coding	Applied Computing	Applied Computing
Science		Science	Biology, Chemistry Environmental Science Physics Psychology	Biology, Chemistry Environmental Science Physics Psychology
VET		Certificate III Business Certificate II Construction Pathways Certificate II Hospitality (Front of House) Certificate II Automotive Studies Certificate II Cookery Cert III Sport, Aquatics & Recreation		

Acceleration – Undertaking a VCE

Unit 3 & 4 Subject at Year 11

WHAT IS ACCELERATION?

It is studying one or more VCE Unit 3 & 4 subjects while in Year 11.

IN WHICH STUDIES CAN ACCELERATION OCCUR?

Acceleration can occur in most subjects unless Unit 1 and 2 are required pre-requisites (e.g. Mathematical Methods, Chemistry, Economics). Subject selection is also dependent on timetable blocking.

WHO SHOULD CONSIDER ACCELERATING?

- Students who accelerated in Year 10
- Students who have achieved at a consistently high level in their Year 10 subjects across the curriculum and who are seeking a further intellectual challenge.
- Students who are considering taking a University Enhancement subject in Year 12. In order to qualify, it is necessary to have taken a Unit 3 & 4 subject in Year 11 and received grades at a high level.

WHAT ARE THE REQUIREMENTS FOR ACCELERATION?

To be considered for Acceleration, a student must have performed well in most studies in Year 10, including excellence in the Year 10 prerequisite subject for Year 11-12.

Students also need to be well-organised, good time managers, responsible for themselves and their work, independent in their study habits and have demonstrated a keen intellectual interest in their studies.

Students need to have achieved the following:

- An average of 80% + in a minimum of four subjects
- Work Habits that are 'good' or better in all subjects
- Victorian Curriculum levels that are 'At Standard' or higher
- Students wanting to accelerate in a Mathematics subject will have additional competency tasks to complete beforehand.

Students applying to accelerate in one VCE subject need to:

- Provide the average mark for English Assessment Tasks for Semester One on their application.
- Have an average of 80% + in a minimum of four subjects*, excluding Religious Education.
- Have achieved Work Habits on their Semester One report that are 'good' or better in all subjects.
- Have achieved Victorian Curriculum levels that are 'At Standard' or higher for Year 9 or 10 students.
- Have satisfactorily completed all Assessment Tasks for Religious Education.

Criteria for applying to accelerate in two VCE subjects:

Students who wish to accelerate into two or more subjects must apply directly to the Head of School who will meet with relevant subject teachers and the student to consider the request and make a recommendation to the Deputy Principal Learning and Teaching who will decide on the outcome.

Students accelerating in two VCE subject need to:

- Provide the average mark for English for the Semester on their application.
- Have an average of 90% + in a minimum of four subjects, excluding RE.
- Have achieved Work Habits on their Semester One report that are 'very good' or better in all subjects.
- Have achieved Victorian Curriculum levels that are 'At Standard' or higher for Year 9 or 10 students.
- Have satisfactorily completed all Assessment Tasks for Religious Education.

To access the full Acceleration Policy [click here](#)

Students who meet these criteria can apply for acceleration if they wish to do so. Their applications will be assessed by the Head of School. Students who wish to accelerate into two subjects must follow the same application process.

Students who were enrolled in an accelerated subject while in Year 10 will still have to meet the same acceleration criteria in order to accelerate in Year 11 – even if it is accelerating into Units 3 and 4 of the same subject.

In some cases, students who do not exactly meet these criteria may apply to the Head of School. After consultation with the Year Level Leader and/or relevant subject teachers, the Head of School will make a recommendation to the Deputy Principal – Learning and Teaching who will decide on the outcome.

University Enhancement Studies

Students who have completed Units 3 and 4 of a VCE subject while in Year 11 may be eligible to take a University Enhancement subject in Year 12.

This is a first-year level study of a university subject. To qualify for entry into such a subject, students normally need to have achieved at least 40 (out of 50) in their Unit 3 & 4 subject in the same area. Students also need to be recommended by the relevant Year 11 teacher. Thus, the University Enhancement study is designed with the very strong academic student in mind – one who is seeking a challenge at a higher level than Year 12 studies. As with our Acceleration Program at Years 10 and 11, it requires students who are self-motivated, well-organised and enjoy intellectual pursuits. It also provides a bonus score on the ATAR (Australian Tertiary Admission Rank).

It is possible to take a University Enhancement subject at the University of Melbourne, La Trobe University and Monash University. There is a wide variety of possibilities. Students organise themselves to travel to and from the venue after school hours for an extended weekly lesson. They would be in a class with other secondary students from this general geographic area.

Enhancement study is an excellent introduction to university level study for students. Further details can be obtained from the Head of School.


Tertiary Entrance

The ATAR, (Australian Tertiary Admission Rank) is used for selection into university and college courses as well as an increasing number of TAFE courses. It is also used for any applications to interstate tertiary institutions. Students should particularly note the 3 / 4 Units which will be favourably considered for particular tertiary courses. This means that they attract ATAR increments for selection into those courses, particularly in the middle band selection process.

The scaled study scores are combined to produce an ATAR (100) by which the tertiary selection is made. The ATAR uses the scaled study score for English/English Language/English Literature and the next best three other scaled study scores as well as 10% of the scaled study scores for any fifth or sixth study.

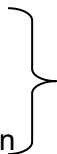
Successful completion of a VCE VET Certificate contributes to the ATAR.

VCE VET Business
VCE VET Cookery
VCE VET Hospitality
VCE VET Sport, Aquatics & Recreation



Scored assessed: Contribute to your top 4 studies

VCE VET Automotive
VCE VET Building Construction



Non-scored: Contribute 10% of your average score and count as fifth or sixth studies

Courses and universities may vary somewhat. Students planning to follow a particular course of tertiary study should carefully investigate the pre-requisite and recommended units for such a course and any other procedures which will apply (e.g. interview, work experience, folio etc.). Written confirmation of this advice should be obtained where possible.

Tertiary Entrance procedures and pre-requisites are printed annually in the VICTER -available from the Careers Department, and online via the VTAC website:

<https://vtac.edu.au/guides/prereq-guide-2028>

ATAR scores are based on School Assessed Coursework and Examination grades for Units 3 & 4. These grades are used to determine a study score (for each 3 & 4 sequence). This score is scaled so that all studies can be compared. It will be a score out of 50. It will indicate your relative position when all the students for the study are considered.

Background to the VCE

AN EXPLANATION OF KEY FEATURES

Length

The VCE consists of semester length units. Each unit is designed to be studied over 100 hours, of which 50-60 hours will be class time. Students will undertake between 16 and 24 units over the two years but it is possible to take more than two years to complete the program.

Units

Units designated Unit 1 or 2 would normally be undertaken in Year 11, while units designated Units 3 & 4 would normally be undertaken in Year 12. Units 3 & 4 must be taken as a linked sequence - if you chose Unit 3 you must also choose Unit 4 of the same study, in the same year. Up to eight of the units may be VCE VET units offered by Sacred Heart College.

Assessment

Units 1 & 2 will be school assessed. All Unit 3 & 4 studies will include School Assessed Coursework and externally set Examinations. The final grade (or ATAR) is based on a combination of School Assessed Coursework and/or School Assessed Tasks and Examinations.

Program

You will select a program of studies for both Year 11 and 12 from the units available and according to Victorian Curriculum and Assessment Authority regulations and Sacred Heart College policy requirements. This includes programs which offer a combination of VCE/VET Units.

Within these regulations, and the units which Sacred Heart College offers, there is considerable opportunity for choice and for the development of a specialist emphasis in the selection of this program.

The VCE will be awarded to students who satisfactorily complete a Victorian Curriculum and Assessment Authority approved program of studies according to these regulations.

The relevant VET Certificate and Statement of Attainment will be awarded by the RTO (Registered Training Organisation) to those students who complete all the requirements of the course. It is not necessary to satisfactorily complete the VCE in order to be awarded the VET Certificates.

Satisfactory Completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on school coursework and assessment tasks designated for the unit.

Pre-requisites

These are subjects that must be completed before you can undertake a higher level of study in this area. Not all VCE or tertiary studies have pre-requisites, but it is important that you check carefully to see which do.

School-Based Apprenticeships & Traineeships (SBATs)

School-Based Apprenticeships and Traineeships (SBATs) allow students to undertake a part time apprenticeship while still at school. SBATs offer wonderful career opportunities for students in Years 10, 11 and 12 who wish to enter the workforce but remain at school and develop a career pathway. Students are able to complete their Victorian Certificate of Education (VCE, VCE VM or VPC Studies) while developing skills in a particular industry through working and training on the job, and receiving off-the-job training.

Students undertaking an SBAT are paid award wages and receive a nationally accredited certificate on completion of their apprenticeship. School-based apprentices work an average of 15 hours per week and have three years to complete their apprenticeship. SBAT students are required to undertake training delivered by a Registered Training Organisation (RTO).

SBAT students enrolled in VCE VM receive credits towards completion of their VCE VM Certificate. Students enrolled in VCE and undertaking a SBAT receive 10% increment to their average ATAR score.

SBATs are offered in the following industries: Agriculture, Automotive, Engineering, Hospitality, Sport & Recreation, Community & Health Services, Horticulture, Information Technology, Business, Retail Operations/Supervision, Building & Construction, Plumbing, Hairdressing and Beauty, and Electrotechnology.

Students interested in applying for a School-Based Apprenticeship and Traineeship must speak to the Vocational and Applied Learning Leader - including Vocational Education and Training (VET).

VCE Vocational Major (VCE VM)

Information Video

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE, designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests, and develop the skills and capabilities needed to succeed in work, further education, and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3 – 4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive Structured Workplace Learning Recognition.

Students at Sacred Heart completing VCE VM must also undertake Structured Workplace Learning (SWL) one day a week. Students are encouraged to take SWL in their industry to gain the SWLR (Structured Workplace Learning Recognition). This must be in VET certificate that the student is enrolled in. In addition, students are also required to complete a SWL record booklet.

Victorian Pathways Certificate (VPC)

The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and Year 12 standards-based certificate that meets the needs of a smaller number of students who are not able or ready to complete the VCE (including VCE Vocational Major). It provides an enriched curriculum and excellent support for students to develop skills, capabilities and qualities for success in personal and civic life. The VPC is designed to develop and extend pathways for young people, while providing flexibility for different cohorts. Students will gain the skills, knowledge, values and capabilities to make informed choices about pathways into a senior secondary qualification, entry level vocational education and training (VET) course, or employment.

To be eligible to receive the Victorian Pathways Certificate (VPC), students must satisfactorily complete a minimum of 12 units including:

- At least 2 units of VPC Literacy (or units from the VCE English group, including VCE VM Literacy)
- At least 2 units of VPC Numeracy (or units from the VCE Mathematics group, including VCE VM Numeracy)
- At least 2 VPC Personal Development Skills units
- At least 2 VPC Work Related Skills units

The remaining 4 units may include other VPC units and other curriculum, such as VCE units, VCE VM units and units of competency from nationally recognised VET qualifications.

Successful completion of 90 hours of VET units of competency from a nationally recognised VET qualifications at Certificate 1 level or above provides one unit of credit towards the completion requirements of the VPC.

At Sacred Heart College workplace learning is compulsory for VPC students. Workplace learning provides students with the opportunity to incorporate on-the-job experience with school-based studies as part of the VPC. Students undertaking the VPC may complete workplace learning in a number of different ways, including work experience or industry engagement such as participation in industry tours or exhibitions.

Vocational Education and Training (VET)

Information Video

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training links general and vocational skills and education together. It allows students to combine classroom learning with hands on industry training and practice in the workplace. VET may be undertaken in Years 10, 11 and 12. VET subjects contribute to both VCE and VCE VM programs. Recognition of VET means that students who complete all or part of a nationally recognised qualification may receive credit towards satisfactory completion of their VCE or VCE VM.

VCE VET programs are vocational training programs approved by the Victorian Curriculum Assessment Authority (VCAA). VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally portable VET qualification. Selected VCE VET programs offer scored assessment for Units 3 and 4.

At Sacred Heart College there is an additional cost associated with each VET course undertaken. In 2027 the approximate amount payable will be \$450 for each VET course, and this amount is added to the family fee account prior to commencing the course.

VCE VET IN A VCE PROGRAM:

Selected VCE VET programs have a study score component based on the designated Unit 3 and 4 sequence of their program. For scored VCE VET programs, the study score is calculated using assessments of each student's levels of performance.

The study score can contribute directly to the ATAR as one of the student's primary four scaled studies or as the fifth or sixth study.

- It is important to note that the Units 3 and 4 sequences of VCE VET programs are not designed as stand-alone studies. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.
- Where a student elects not to receive a study score, no contribution to the ATAR will be available for the scored VCE VET program.

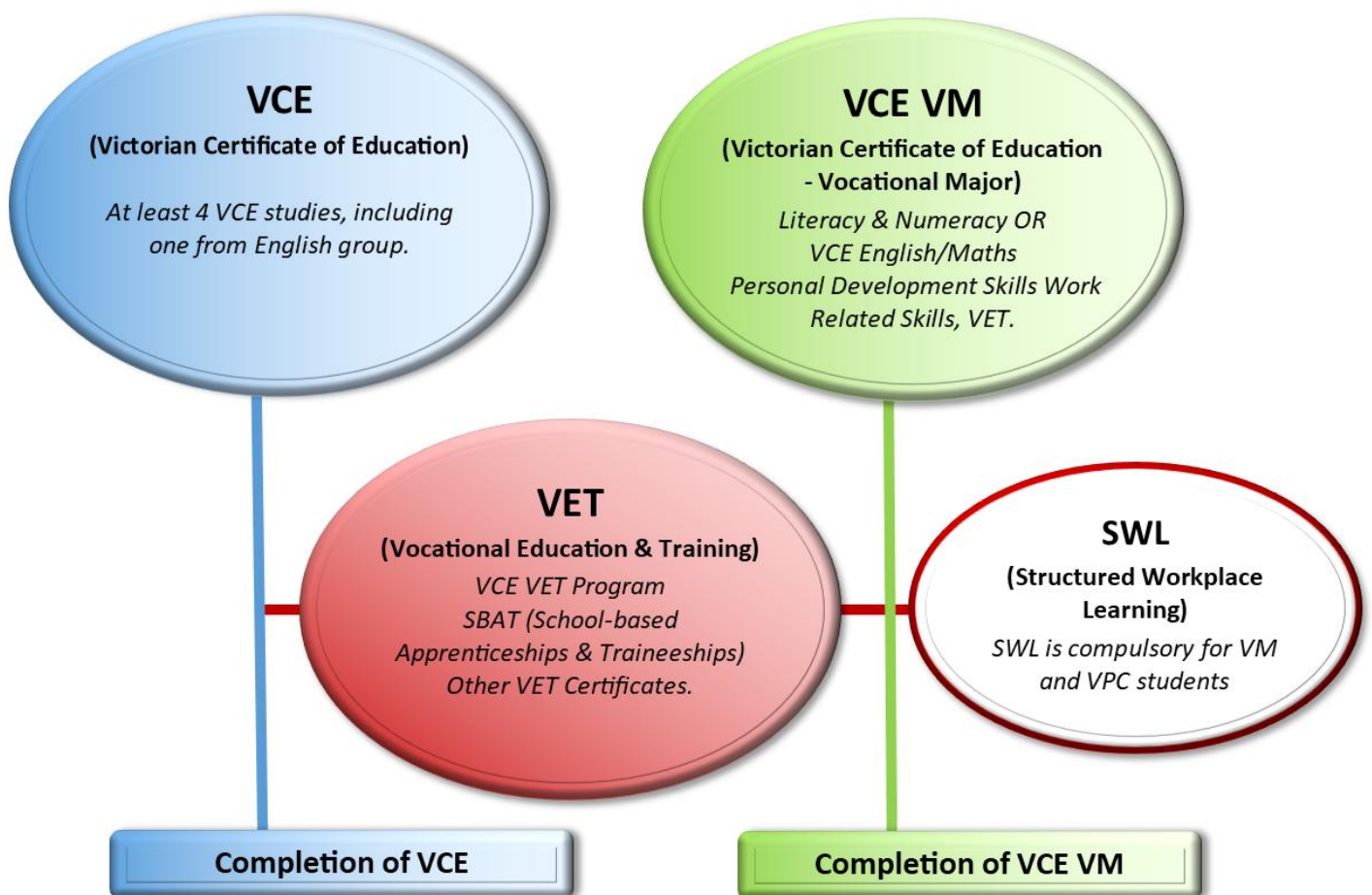
Sacred Heart College offers students a wide range of Vocational Education and Training subjects/certificates, which are completed over a two year period. The following VCE VET programs have a study score available to students undertaking the relevant Units 3 & 4 sequence at Sacred Heart College:

VCE VET Business	}	Scored
VCE VET Cookery		
VCE VET Hospitality (Front of House)		
VCE VET Sport, Aquatics & Recreation		
VCE VET Automotive Studies	}	Non-Scored
VCE VET Construction Pathways		

Outcomes for VCE VET Programs

Successful completion of VET in a senior secondary program may provide students with:

- a VCE certificate issued by the VCAA, and a VET certificate issued by a Registered Training Organisation (RTO)
- two Statements of Results issued by the VCAA giving details of units completed in the VCE and units of competence completed in the VET qualification
- an enhanced ATAR which can improve access to further education
- pathways into employment and/or further VET qualifications
- workplace experience including structured workplace learning



Program Selection Process and Checklist

A timeline has been established for the main steps in student program selection. Steps include:

DATE:	INFORMATION/SESSION:
Tuesday 23 June	Course Manuals Available on SIMON
Wednesday 22 July	Senior School Subject and Pathways Expo
Thursday 23 July and Friday 24 July	Subject Advice Interviews
Tuesday 4 August 5.00pm	Due date for Subject Selections submitted online for Year 11 – 2027
Tuesday 4 August 5.00pm	Application to Accelerate

GUIDELINES

A student's program should follow the Victorian Curriculum and Assessment Authority regulations and Sacred Heart College requirements, and should be chosen to provide a coherent, balanced program that relates to pathways the student hopes to follow when leaving school. We advise that students select a program which maximises the post-school options (employment / apprenticeship / further study), which personally interests them.

RECOMMENDED PROCEDURE FOR CHOOSING YOUR STUDIES

We suggest that your program selection should follow a number of steps:

- Use the careers planning you did in World of Work and Morrisby Assessment to assess your interests/abilities and goals
- Read this Course Manual carefully and fully with your parents
- Discuss your interests and goals in your Subject Selection Interview; tentatively plan your course and subject choices
- Consider with your parents whether VCE, VCE /VET, or VCE VM is the best pathway for you
- Ask relevant teachers about subjects in which you are interested
- Check your subject choice form and, with your parents' help, make any desired changes. Be sure to add extra preferences in case timetable blocks affect your choices. Subject selections will be completed on-line
- Check that your subject choices meet VCAA requirements and any tertiary pre-requisites
- Complete your online subject selection by the due date - **Tuesday 4 August 5.00pm**

Remember - always ask questions when unsure. Time spent now can minimise problems later.

Program Selection Process

BLOCKING OF SUBJECTS

At Years 10, 11 and 12 all subjects are 'blocked'. This means that all subjects in a block are run at the same time. Hence a student can only do one subject from each block. The Timetabler uses a computer program to develop these blocks. The program takes into consideration the students' subject selections and their preference order. **It is essential that when students fill in their subject selection forms they place the subjects that they wish to do most as their highest preferences.**

In creating the blocks, the Timetabler tries to enable as many people as possible to get their higher preferences. In some cases, students will not always get all of their choices due to subjects not running or subjects being put in the same block. When this occurs students will be given their reserve preferences or will be asked to choose another subject.

CHANGING YOUR YEAR 11 AND 12 PROGRAM

Once you have selected your program it is not 'set in concrete'. It is possible to change that selection but any re-selection may be affected by timetable blocking restrictions and availability of places.

CHANGES AT THE END OF YEAR 10

You will make a tentative selection of subjects for Years 11 and 12 during Term 3. As you undertake Semester 2 units in Year 10, you may find that your original choice of some units might have been unrealistic or your interest may be drawn to a different career area. It is possible to change some unit enrolments but you will be restricted by the timetable blocks and class sizes. You will only be able to change units if there is space for you in the new unit and you receive a recommendation to do so from your Year 10 teacher.

CHANGES AT THE BEGINNING OF SEMESTER ONE AND SEMESTER TWO - YEAR 11

Students who have a valid reason for wanting to change units at the start of a semester (**within the first weeks**) in Year 11 may do so provided that there is space in the new unit and the Head of School approves. Valid reasons would be:

- Medical or health issues
- Ongoing difficulty with the subject backed by teacher and parent recommendation
- To ensure that pre-requisites for the Year 12 / Tertiary entrance can be met
- Career requirements (interview with YLL/Careers required)

Keep in mind that 85% attendance is required to meet the VCAA obligations.

CHANGES FOR YEAR 12

In Term 3 of Year 11 you will complete enrolment forms for Year 12 VCE units. Timetable blocks for these units will be developed on the basis of these enrolments. Again, changes may be made at the end of Year 11 and within the first two weeks of Year 12, but re-selection will be greatly limited by class size and completion of pre-requisites during Units 1 and/or 2. Changes would be for the reasons above.

Students should keep in mind that if they decide to change subjects, it is their responsibility to catch up the work that has already been covered.

CHANGING THE NUMBER OF UNITS IN THE YEAR 12 PROGRAM

As students progress through their studies some find that the demands of a unit are too great. It is possible to withdraw from a unit subject with the Head of Senior School, Deputy Principal – Learning and Teaching and parental approval. It should be noted however, the VCAA (Victorian Curriculum and Assessment Authority) has cut-off dates for withdrawing from a unit beyond which an 'N' (Not Satisfactorily Completed) will automatically be recorded. In some cases, after careful consultation with the Head of Senior School and/or Deputy Principal – Learning & Teaching, a student may undertake a reduced course of studies.

CHANGES OF YEARS 11 AND 12 SUBJECTS DUE TO INSUFFICIENT STUDENT NUMBERS

Student demand and availability of resources will mean that a number of the listed subject units may not ultimately be offered on the timetable in any one year. The College tries to offer as broad a curriculum as possible but classes do have to be economically viable.

Should student numbers in a subject drop significantly at the beginning of a semester, we may need to ask remaining students to select a replacement subject.

Program Selection Process

Before going to consult with your course selection counsellor it is advisable to use the space below to map out your initial thoughts on your two-year program. Note that by selecting a course of study for Year 12 this year, you are not locked into that selection. Your final Year 12 selection will not occur until towards the end of next year. Nonetheless it is advisable to keep in mind what Year 12 subjects you are likely to want to do. This will help you make up your mind for Year 11 subject selection.

YEAR 11 SELECTION

Semester 1	English 1 Or English Language 1 Or Literature 1	Religion					
Semester 2	English 2 Or English Language 1 Or Literature 2	Religion					

YEAR 12 SELECTION

Semester 1	English 3 Or English Language 3 OR Literature 3	Religion				
Semester 2	English 4 OR Literature 4 Or English Language 4	Religion				

Description of Terms

Each of the following units is outlined under these headings:

WHY STUDY THIS SUBJECT?

These are the skills/knowledge that help students to develop and extend their understanding.

WHAT IS STUDIED?

These are the main content areas covered in the units. Specific concepts and topics are indicated. Particular techniques of study may be identified.

WHAT TYPE OF WORK IS DONE?

Students complete assessment tasks in all VCE studies. When considered in conjunction with students' coursework, the teacher is able to determine if students have satisfied the Outcomes.

In Units 3 and 4 the formal assessment tasks are used to determine the student's study score together with their exam results. These can take two forms:

1. The first is called **School-assessed Coursework (SAC)**. This assesses how you have performed the assessment tasks specified in the Study Design. These tasks which are specified in the Study Design must be done mainly in class time and are part of the regular teaching and learning program.
2. The second is called **School-assessed Task** (this only applies for Studio Arts, Design and Technology and Visual Communication and Design). This kind of task will be the same for every school, and the specifications will be set by the Victorian Curriculum and Assessment Authority. However, the exact content of the task at SHC will be decided by the school so that it can match what you have been taught.

The Victorian Curriculum and Assessment Authority specify how marks and grades are to be awarded. Your teacher does the marking, and in Units 3 and 4 your school will send the Victorian Curriculum and Assessment Authority a score to show how you performed in each assessment task.

PRE-REQUISITES:

This refers to appropriate background studies and lists any specific VCE unit pre-requisites. Most studies have been designed so that they can be commenced at Units 1, 2 or 3. Both units of 3 & 4 sequences must be undertaken - they cannot be studied separately.

GENERAL ACRONYMS FOR YEARS 11 AND 12

VCAA	-	Victorian Curriculum and Assessment Authority
VQA	-	Victorian Qualifications Authority
VCE	-	Victorian Certificate of Education
VPC	-	Victorian Pathways Certificate
VCE VM	-	Victorian Certificate of Education Vocational Major
VET	-	Vocational Education and Training
SAC	-	School Assessed Coursework
SAT	-	School Assessed Task
ATAR	-	Australian Tertiary Admission Rank
RTO	-	Registered Training Organisation
RPL	-	Recognition of Prior Learning
SWL	-	Structured Workplace Learning
GAT	-	General Achievement Test
PERIOD 5	-	Class after school hours (3.45pm – 4.30pm) where students complete Assessment Tasks that they have missed due to approved absence..

NB: In addition, there may be subject specific acronyms of which students will be informed during that unit of study.

Compulsory Course – Religious Education



RELIGIOUS EDUCATION

School-based

Subject Videos

OVERVIEW OF SUBJECT

- Religious Education (RE) is a compulsory subject for all Senior students (either school-based or VCE option)
- Students are invited to explore life's big questions, encounter the Catholic worldview, and reflect deeply on what it means to live with purpose and a commitment to mercy and justice.
- Enrich each student's understanding of the history, tradition and rituals of the Catholic Religion.
- Enrich each student's understanding of the history, tradition and rituals of other Religious Traditions.
- Foster each student's understanding of their personal and social responsibilities as they grow into adulthood.
- To support each student in the development of their spiritual identity and the formation of their faith.
- To equip each student with the knowledge and understanding to navigate a multi-religious society.

WHAT IS STUDIED?

Year 11 - School Based RE

Unit 1 – Who am I? What am I called to be?

Students explore Christ's vision of a just society. They are provided with the opportunity to understand and reflect on their personal journey and call to service.

Unit 2 – Who is our neighbour?

Students explore the concept of 'Imago Dei', being made in the image and likeness of God, and what this means in practice.

Unit 3 – Truth and Beauty

Students explore different types of truth, compare and contrast Jesus with other religions, whilst reflecting on what Jesus means for themselves and the world.

WHAT TYPE OF WORK IS DONE?

- Research and report writing
- Comparison and evaluation
- Class discussions
- Dialogue
- Analysis of religious texts
- Visual displays
- Note taking
- Film text responses

As part of their Religious Education program, all students will also take part in class prayer, Year Level liturgies, and the Year 11 Retreat.

WHAT IS STUDIED?

Year 12 - School Based RE

Unit 1 – Unit Name: Mindful or Mind full?

In this unit students explore ways to deepen and nurture their relationship with God using mindfulness and meditative techniques.

Unit 2 – Are Feelings the Only Guide to Morality?

Students consider their own morality and that of others. They will consider the factors that influence morality and how it influences their decision-making.

Unit 3 – Everyday Courage

Students briefly study the Mercy Value of Courage and the Kingdom of God before embarking on a project-based task where students choose an option to join an elective class to work on a project that helps people in our local community.

WHAT TYPE OF WORK IS DONE?

- Research
- Comparison and evaluation
- Class discussions
- Dialogue
- Analysis of religious texts
- Visual displays
- Film text responses

As part of their Religious Education program, all students will also take part in class prayer, Year Level liturgies, and the Year 12 Retreat

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

This study fosters an appreciation of the complexity of societies where multiple worldviews coexist. It develops students' skills in research analysis, and decision making, helping them to become informed citizens and preparing them for the global world.

VCE VOCATIONAL MAJOR



VCE VOCATIONAL MAJOR

WORK RELATED SKILLS UNIT 1 & STRUCTURED WORKPLACE LEARNING RECOGNITION UNIT 1

WHY STUDY THIS SUBJECT?

[Subject Videos](#)

In Work Related Skills Unit 1 students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

Please note Structured Workplace Learning is compulsory at Sacred Heart College, preferably in their industry to gain the SWLR (Structured Workplace Learning Recognition). This must be in VET certificate that the student is enrolled in.

WHAT IS STUDIED?

- Sources of reliable and credible employment information, such as government websites, careers specialists
- Labour market information relating to a range of occupations
- Strategies to analyse information relating to employment
- Strategies to engage in planning and decision-making relating to employment
- The interconnection between identifying personal skills and capabilities

WHAT TYPE OF WORK IS DONE?

- A record of data analysis
- A research task
- Job outlook, web scavenger hunt
- Participation/discussion/questions during incursions by industry
- Participation/discussion/questions during industry visits
- A reflection and collection of resources during career expos visits
- Reflection and participation in industry immersion activities
- A case study
- A video, podcast or oral presentation
- A response to structured questions
- Creation of a graph/chart
- A SWL record booklet/journal

VCE VOCATIONAL MAJOR

WORK RELATED SKILLS – UNIT 3 & 4

WHY STUDY THIS SUBJECT?

[Subject Videos](#)

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

Please note Structured Workplace Learning is compulsory at Sacred Heart College, preferably in their industry to gain the SWLR (Structured Workplace Learning Recognition). This must be in VET certificate that the student is enrolled in.

Unit 3: Industrial relations, workplace environment and practice

WHAT IS STUDIED?

Area of Study 1: Workplace wellbeing and personal accountability
 Area of Study 2: Workplace responsibilities and rights
 Area of Study 3: Communication and collaboration

Unit 4: Portfolio preparation and presentation

WHAT IS STUDIED?

Area of Study 1: Portfolio development
 Area of Study 2: Implementing a community project
 Area of Study 3: Evaluating a community project

WHAT TYPE OF WORK IS DONE?

REVIEW

- A record of data analysis
- A research task
- Job outlook, web scavenger hunt
- Participation/discussion/questions during incursions by industry
- Participation/discussion/questions during industry visits
- Participation in career speed-interviews
- A reflection and collection of resources during career expos visits
- Reflection and participation in industry immersion activities
- A case study
- A video, podcast or oral presentation
- A portfolio
- A response to structured questions
creation of a graph/chart.
- SWL record booklet/journal

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The satisfactory completion of VCE VM Work Related Skills Units 3 & 4 in Year 12 enables students to undertake further studies in further Vocational Education and Training (VET) in a TAFE setting and/or employment. It can also lead to students' development of their sense of leadership and an awareness of their rights and responsibility in the workplace and the wider community.

VCE VOCATIONAL MAJOR PERSONAL DEVELOPMENT SKILLS (PDS) UNITS 1 & 2

WHY STUDY THIS SUBJECT?

[Subject Videos](#)

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world in which they live, and build their potential to be resilient, capable citizens.

UNIT 1 & 2

Unit 1 & 2 is all about Healthy Individuals.

WHAT IS STUDIED?

- Personal Identity and emotional intelligence
- Community health and wellbeing
- Promoting a healthy life

WHAT TYPE OF WORK IS DONE?

- a recorded reflection on personal attributes
- a reflective journal
- a case study
- a performance
- a record and reflection on visit/s to a community-based program or organisations
- a record and reflection of presentations by guest speaker/s
- a video or oral presentation

VCE VOCATIONAL MAJOR

PERSONAL DEVELOPMENT SKILLS (PDS) UNIT 3 & 4

WHY STUDY THIS SUBJECT?

[Subject Videos](#)

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world in which they live, and build their potential to be resilient, capable citizens.

Unit 3: Leadership and teamwork

WHAT IS STUDIED?

Area of Study 1: Social awareness and interpersonal skills

Area of Study 2: Effective leadership

Area of Study 3: Effective teamwork

Unit 4: Community project

WHAT IS STUDIED?

Area of Study 1: Planning a community project

Area of Study 2: Implementing a community project

Area of Study 3: Evaluating a community project

WHAT TYPE OF WORK IS DONE?

- a recorded reflection on personal attributes
- a reflective journal
- a case study
- a performance
- a record and reflection on visit/s to a community-based program or organisations
- record and reflection of presentations by guest speaker/s
- a video or oral presentation

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The satisfactory completion of VCE VM Personal Development Skills Units 3 & 4 in Year 12 enables students to undertake further studies in further Vocational Education and Training (VET) in a TAFE setting and/or employment. It can also lead to students' development of their sense of civics and community and support their personal development as an active and meaningful member of society.

VCE VOCATIONAL MAJOR

LITERACY UNITS 1 & 2

WHY STUDY THIS SUBJECT?

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

Texts are drawn from a wide range of contexts and are focused on participation in the workplace and community. Further to this, texts are drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions, and workplace texts from increasingly complex and unfamiliar settings.

This study is made up of four units. Each unit deals with specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for that unit.

WHAT IS STUDIED UNIT 1

Area of Study 1: Literacy for personal use

Outcome 1

On completion of this unit the student should be able to demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses.

Area of Study 2: Understanding and creating digital texts

Outcome 2

On completion of this unit the student should be able to apply an understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context.

WHAT TYPE OF WORK IS DONE?

- Class and small group discussion
- Reflective Journal – written & online
- Video, podcast or oral presentation
- Narrative, expository or informative piece
- Performance
- Research task
- Record of discussion, debate, guest speaker
- Visual presentation
- Digital presentation – graphic organiser, concept/mind map or annotated poster
- Online report, explanatory or expository piece
- Online narrative, instructional or information piece

WHAT IS STUDIED UNIT 2

Area of Study 1: Understanding issues and voice

Outcome 1

On completion of this unit the student should be able to explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations, written, oral and multimedia responses that reflect learning.

Area of Study 2: Responding to opinions

Outcome 2

On completion of this unit the student should be able to interpret the values and opinions of others and present in oral form points of view supported by evidence.

WHAT TYPE OF WORK IS DONE?

- Case study
- Response to structured question
- Report
- Brochure
- Comparison of two persuasive pieces
- Animation or cartoon expressing a point of view
- Oral report
- Video, podcast or oral presentation
- Research task
- Record of interviews
- Record and reflection of guest speaker/s

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The satisfactory completion of VCE-VM Literacy Units 1 and 2 enables students to:

- Undertake VCE Vocational Major Literacy Units 3 & 4 in Year 12 as part of their VCE Vocational Major certificate.
- Undertake further studies in Further Vocational Education and Training (VET) in a TAFE setting and/or employment.

VCE VOCATIONAL MAJOR

LITERACY Units 3 & 4

Subject Videos

WHY STUDY THIS SUBJECT?

- VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.
- Texts are drawn from a wide range of contexts and are focused on participation in the workplace and community. Further to this, texts are drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions, and workplace texts from increasingly complex and unfamiliar settings.

This study is made up of four units. Each unit deals with specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for that unit.

WHAT IS STUDIED UNIT 3

Area of Study 1: Accessing and understanding informational, organisational and procedural texts

Outcome 1

Locate, read and understand the purpose, audience and content presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents.

Area of Study 2: Creating and responding to organisational, informational or procedural texts

Outcome 2

Create organisational, informational and procedural texts that reflect a specific workplace or vocational experience.

WHAT TYPE OF WORK IS DONE?

- Class and small group discussion
- Reflective Journal – written & online
- Video, podcast or oral presentation
- Narrative, expository or informative piece
- Performance
- Research task
- Record of discussion, debate, guest speaker
- Visual presentation
- Digital presentation – graphic organiser, concept/mind map or annotated poster
- Online report, explanatory or expository piece
- Online narrative, instructional or information piece

WHAT IS STUDIED UNIT 4

Area of Study 1: Understanding and engaging with literacy for advocacy

Outcome 1

Illustrate understanding of the use of language in advocacy by producing a range of written, visual and multimodal texts for the promotion of self, a product or a chosen community group.

Area of Study 2: Speaking to advise or to advocate

Outcome 2

Complete an oral presentation that showcases reflections and evaluations of student learning - 'Where I'm Going' presented to a panel of teachers, parents and people special to the student.

WHAT TYPE OF WORK IS DONE?

Case study

- Response to structured question
- Report
- Brochure
- Comparison of two persuasive pieces
- Animation or cartoon expressing a point of view
- Oral report
- Video, podcast or oral presentation
- Research task
- Record of interviews
- Record and reflection of guest speaker/s

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The satisfactory completion of VCE VM Literacy Units 3 and 4 enables students to undertake further studies in Vocational Education and Training (VET) in a TAFE setting and/or employment. It also supports students in their preparation for the world of work.

VCE VOCATIONAL MAJOR

FOUNDATION MATHEMATICS (UNSCORED)

UNITS 1 & 2

[Subject Videos](#)

WHY STUDY THIS SUBJECT?

Foundation Mathematics focuses on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

Satisfactory completion of Foundation Mathematics Units 1 and 2 leads to Foundation Mathematics Units 3 and 4

Foundation Mathematics meets the requirements of the VCE-VM numeracy program. At Units 3 and 4 it is also a scored subject (contributes towards an ATAR) and is a pre-requisite for some tertiary courses.

Pre-requisites

A good level of achievement in Year 10 Applied Mathematics, or a satisfactory completion of Year 10 Standard or Advanced Mathematics.

UNIT 1

WHAT IS STUDIED?

- Estimation and applications of Mathematics
- Collection and presentation of data
- Financial maths and applications
- Metric units of measure

WHAT TYPE OF WORK IS DONE?

- Bookwork – set exercises
- Homework
- Mathematical investigation
- Tests
- Application tasks
- Summary and review notes
- End of semester examination

UNIT 2

WHAT IS STUDIED?

- Number patterns and applications in everyday contexts
- Data analysis and summaries
- Further applications of financial maths
- Applications of space and measurement

WHAT TYPE OF WORK IS DONE?

- Bookwork – set exercises
- Homework
- Mathematical investigation
- Tests
- Application tasks
- Summary and review notes
- End of semester examination

VCE VOCATIONAL MAJOR

FOUNDATION MATHEMATICS (UNSCORED)

UNITS 3 & 4

<p>UNIT 3 and UNIT 4</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Algebra, number and structure (AOS 1) <ul style="list-style-type: none"> ○ Ratios and proportions ○ Direct and indirect variation and estimation ○ Applications of mathematical relations-for example break even points • Data analysis, probability and statistics (AOS 2) <ul style="list-style-type: none"> ○ Data collection, analysis and representation ○ Applications of Data analysis, for example making predictions • Discrete mathematics (AOS 3) <ul style="list-style-type: none"> ○ Investments and loans ○ Taxation-personal and business ○ Financial risk ○ Analysis and interpretation of financial information • Space and measurement (AOS 4) <ul style="list-style-type: none"> ○ 2 and 3 dimension shape transformations ○ Measurement conversions including metric and relevant non-metric measures ○ Length, Area and volume applications ○ Calibration, tolerance and precision of measuring devices 	<p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Bookwork – set exercises • Homework • Chapter quizzes <p>Unit 3</p> <ul style="list-style-type: none"> • SAC 1: Mathematical investigation 1 • SAC 2: Mathematical investigation 2 <p>Unit 4</p> <ul style="list-style-type: none"> • SAC 3: Mathematical investigation 3
<p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>Foundation Mathematics Units 3 and 4 extends the mathematical concepts covered in Foundation Mathematics Units 1 and 2.</p> <p>Foundation Mathematics can lead to further study at university and is a pre-requisite subject for a number of university courses.</p> <p>Foundation Mathematics alternatively can be used as a foundational maths study for applications in future life and career choices</p>	

VICTORIAN PATHWAYS CERTIFICATE



VICTORIAN PATHWAYS CERTIFICATE

WORK RELATED SKILLS UNIT 1 & STRUCTURED WORKPLACE LEARNING

WHY STUDY THIS SUBJECT?

[Subject Videos](#)

VPC WRS has a major focus on the relationship between personal interests and skills, employment and education opportunities and pathway planning. Students apply their knowledge and understanding to practical and collaborative activities to prepare for the process of applying for jobs and being a valued and productive employee in the workplace.

Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

Please note Structured Workplace Learning is compulsory at Sacred Heart College, preferably in their industry to gain the SWLR (Structured Workplace Learning Recognition). This must be in VET certificate that the student is enrolled in.

WHAT IS STUDIED?

- Sources of reliable and credible employment information, such as government websites, careers specialists
- Labour market information relating to a range of occupations
- Strategies to analyse information relating to employment
- Strategies to engage in planning and decision-making relating to employment
- The interconnection between identifying personal skills and capabilities

WHAT TYPE OF WORK IS DONE?

- Development of cover letter/resume
- Development of career action plan
- Job outlook, web scavenger hunt
- Participation/discussion/questions during incursions by industry
- Participation/discussion/questions during industry visits
- A reflection and collection of resources during career expos visits
- Reflection and participation in industry immersion activities
- Creation of a personal profile
- A video, podcast or oral presentation
- A response to structured questions
- Creation of a graph/chart
- A SWL record booklet/journal

VICTORIAN PATHWAYS CERTIFICATE

WORK RELATED SKILLS – UNIT 3 & 4

WHY STUDY THIS SUBJECT?

Victorian Pathways Certificate Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students explore differences in safe and an unsafe workplace and explore unlawful practices. Students explore and plan for potential pathways inclusive of preparing for an interview by identifying possible interview questions and suitable responses.

Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

Please note Structured Workplace Learning is compulsory at Sacred Heart College, preferably in their industry to gain the SWLR (Structured Workplace Learning Recognition). This must be in VET certificate that the student is enrolled in.

Unit 3:

WHAT IS STUDIED?

Module 1: Healthy workplace practice

Module 2: Rights and responsibilities

Module 3: Physical health and safety

Unit 4:

WHAT IS STUDIED?

Module 1: Explore and plan for potential pathways

Module 2: Employment seeking activities and the application process

Module 3: Interview Evaluating a community project

WHAT TYPE OF WORK IS DONE? REVIEW

- Mock Interview
- A digital, oral or visual presentation
- Job outlook, web scavenger hunt
- Participation/discussion/questions during incursions by industry
- Participation/discussion/questions during industry visits
- A career action plan
- A reflection and collection of resources during career expos visits
- Reflection and participation in industry immersion activities
- SWL record booklet/journal

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The satisfactory completion of Victorian Pathways Certificate Work Related Skills Units 3 & 4 in Year 12 enables students to undertake further studies in further Vocational Education and Training (VET) in a TAFE setting and/or employment. It can also lead to students' development of their sense of leadership and an awareness of their rights and responsibility in the workplace and the wider community.

VICTORIAN PATHWAYS CERTIFICATE

PERSONAL DEVELOPMENT SKILLS (PDS) UNITS 1 & 2

[Subject Videos](#)

WHY STUDY THIS SUBJECT?

VPC Personal Development Skills (PDS) takes a dual approach to exploring and optimising personal development. This is done through a focus on understanding and caring for self, and then through a focus on engagement with community.

This study has a major focus on the links between personal development and community engagement. Students take a broad approach to defining community, and look through a personal lens at belongingness, community participation and what it means to be part of a democratic society. They investigate how young people can become involved in their local communities and consider how the engagement of individuals contributes to community development.

PDS emphasises student participation in activities that explore and utilise skills that are essential to self-development, the pursuit of health and wellbeing, and the capacity to contribute to community.

UNIT 1 & 2

WHAT IS STUDIED?

- Understanding self
- Developing Self
- Exploring and connecting with community
- Community Participation

WHAT TYPE OF WORK IS DONE?

- A recorded reflection on personal attributes
- A reflective journal
- A case study
- A performance
- A record and reflection on visit/s to a community-based program or organisation
- A record and reflection of presentations by guest speaker/s
- A video or oral presentation

VICTORIAN PATHWAYS CERTIFICATE

PERSONAL DEVELOPMENT SKILLS (PDS) UNIT 3 & 4

WHY STUDY THIS SUBJECT?

VPC Personal Development Skills (PDS) takes a dual approach to exploring and optimising personal development. This is done through a focus on understanding and caring for self, and then through a focus on engagement with community.

This study has a major focus on the links between personal development and community engagement. Students take a broad approach to defining community, and look through a personal lens at belongingness, community participation and what it means to be part of a democratic society. They investigate how young people can become involved in their local communities and consider how the engagement of individuals contributes to community development.

PDS emphasises student participation in activities that explore and utilise skills that are essential to self-development, the pursuit of health and wellbeing, and the capacity to contribute to community.

Unit 3:

WHAT IS STUDIED?

Module 1: Collaborate and negotiate
Module 2: Motivate and Lead

Unit 4:

WHAT IS STUDIED?

Module 1: Community awareness and project
Module 2: Community participation

WHAT TYPE OF WORK IS DONE?

- A project plan
- Meeting agenda /meeting minutes
- A case study
- A performance
- A record and reflection on visit/s to a community-based program or organisations
- A record and reflection of presentations by guest speaker/s
- A video or oral presentation

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The satisfactory completion of VCE VM Personal Development Skills Units 3 & 4 in Year 12 enables students to undertake further studies in further Vocational Education and Training (VET) in a TAFE setting and/or employment. It can also lead to students' development of their sense of civics and community and support their personal development as an active and meaningful member of society.

VICTORIAN PATHWAYS CERTIFICATE

LITERACY UNITS 1 & 2

WHY STUDY THIS SUBJECT?

[Subject Videos](#)

VPC Literacy enables the development of knowledge, skills and capabilities relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community.

This study provides students with the key skills and knowledge to interpret and create texts with appropriateness, accuracy, confidence and fluency, as well as for learning in and out of school, and for participating in the workplace and community. The word 'text' refers to any attempt to communicate through written, visual or spoken language that can be assigned meaning and can be drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions such as print and social media, and workplace texts such as operational and instruction manuals in everyday and familiar settings.

This study is intended to meet the literacy needs of students with a wide range of abilities and aspirations.

WHAT IS STUDIED

UNIT 1

Module 1: Literacy for personal use

Module 2: Understanding and creating digital texts

UNIT 2

Module 1: Exploring and understanding issues and voices

Module 2: Informed discussion

WHAT TYPE OF WORK IS DONE?

- Participation in a debate
- Participation in a Q & A
- An advertisement
- An animation with voice over
- Presentation of a case study
- Reflective Journal – written & online
- Response to structured questions
- Video, podcast or oral presentation
- Record of discussion, debate, guest speaker
- Visual presentation
- Digital presentation – graphic organiser, concept/mind map or annotated poster
- Online report, explanatory or expository piece

VICTORIAN PATHWAYS CERTIFICATE

LITERACY UNITS 3 & 4

WHY STUDY THIS SUBJECT?

VPC Literacy enables the development of knowledge, skills and capabilities relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community.

This study provides students with the key skills and knowledge to interpret and create texts with appropriateness, accuracy, confidence and fluency, as well as for learning in and out of school, and for participating in the workplace and community. The word 'text' refers to any attempt to communicate through written, visual or spoken language that can be assigned meaning and can be drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions such as print and social media, and workplace texts such as operational and instruction manuals in everyday and familiar settings.

WHAT IS STUDIED UNIT 3

Module 1: Literacy for civic participation

Module 2: Literacy for pathways and further learning

UNIT 4

Module 1: Negotiated project

WHAT TYPE OF WORK IS DONE?

- Class and small group discussion
- Reflective Journal – written & online
- Video, podcast or oral presentation
- Narrative, expository or informative piece
- Performance
- Research task
- Record of discussion, debate, guest speaker
- Visual presentation
- Digital presentation – graphic organiser, concept/mind map or annotated poster
- Online report, explanatory or expository piece
- Online narrative, instructional or information piece

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The satisfactory completion of VPC Literacy Units 3 and 4 enables students to undertake further studies in Vocational Education and Training (VET) in a TAFE setting and/or employment. It also supports students in their preparation for the world of work.

VICTORIAN PATHWAYS CERTIFICATE

NUMERACY UNITS 1- 4

WHY STUDY THIS SUBJECT?

[Subject Videos](#)

The purpose of this study is to enable students to develop their everyday numeracy practices to make sense of their personal, public, and future vocational lives. Students develop foundational mathematical skills with consideration of their personal, home, vocational and community environments and contexts, and an awareness and use of accessible and appropriate technologies.

This study focuses on providing students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real life contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society. The numeracies will be situated in accessible, concrete and highly familiar contexts where the mathematics content is explicit with little or no text or distracting information.

The contexts are the starting point and the focus and are framed in terms of personal, financial, civic, and health and recreational classifications. The numeracies are introduced using a problem-solving cycle with four components:

- identifying the mathematics
- acting on and using mathematics
- evaluating and reflecting
- communicating and reporting.

The mathematics includes foundational skills related to measurement, shape, numbers, and graphs applied to tasks that are part of the students' everyday lives. At the end of the two units, students should be able to attempt structured and supported activities and tasks that require simple processes such as counting, sorting, comparing and performing basic arithmetic operations with whole numbers and common, simple fractions and decimals, money, or recognising common spatial representations and measurements in highly familiar contexts.

WHAT IS STUDIED?

VPC covers knowledge and skills in eight areas of study applied across three outcomes.

UNIT 1/3:

Module 1: Personal Numeracy

Module 2: Financial Numeracy

UNIT 2/4:

Module 3: Health and Recreational Numeracy

Module 4: Civic Numeracy

All four modules are supported by a problem-solving cycle required to solve a mathematical problem embedded in the real world.

WHAT TYPE OF WORK IS DONE?

Students demonstrate achievement in all areas of study across all four modules in a number of ways including:

Skill practice:

Students must complete skill practice exercises for each area of study. Skill practice includes both paper-based and online exercises.

Tests, Quizzes, Investigations, Application Tasks and Projects:

Students must have an average of 50% or more on the tests and quizzes and satisfactory completion of investigations, application tasks and projects undertaken for each area of study.

Software Tools and Devices:

Students must demonstrate competent use of a variety of analogue tools (e.g. measuring tools, clocks) and digital/software tools (e.g. spreadsheets, phone apps) in all relevant areas of study.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The satisfactory completion of VPC Numeracy enables students to undertake further studies in Vocational Education and Training (VET) in a TAFE setting and/or employment.

VET CERTIFICATE STUDIES



CERTIFICATE II IN AUTOMOTIVE

Qualification No: AUR20720

This course is delivered in partnership with the RTO: Educational Living
Code: 3784

WHY STUDY THIS SUBJECT?

By studying this subject, students develop knowledge and skills to understand the many different automotive principles introduced. This area of study aims to provide students with an understanding of the different automotive fields where a student can gain employment. Students are given an excellent opportunity to undertake both practical and theory based activities during the course.

Students undertaking this course are provided with appropriate personal protective equipment for practical classes.

There is an additional cost associated with each VET course undertaken. In 2027 the approximate amount payable will be \$450 for each VET course, and this amount is added to the family fee account prior to commencing the course.

UNITS: 1 - 4

WHAT IS STUDIED?

YEAR 1

AURASA102	Follow safe working practices in an automotive workplace
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace
AURTTK102	Use and maintain workplace tools and equipment
AURTTJ003	Remove and replace wheel and tyre assembly
AURTTTC004	Remove and Replace Radiators
AURLTA101	Identify automotive mechanical systems and components
AURTTE009	Remove and replace an engine cylinder heads
AURETR115	Inspect test and service batteries
AURETR146	Remove and refit vehicle batteries
AURETR147	Recharge vehicle batteries

YEAR 2

AURETR103	Identify automotive electrical systems and components
AURAF104	Resolve routine problems in an automotive workplace
AURVTW010	Set up and use welding equipment
AURAF103	Communicate effectively in an automotive workplace
AURTTA003	Use and Maintain Basic mechanical Measuring Devices
AURTTE007	Dis & Ass Engine, four stroke, single cylinder petrol engines
AURTTA127	Carry out basic vehicle servicing operations

WHAT TYPE OF WORK IS DONE?

- Follow safe working practices
- Practical work involved in removal and replacement of components
- Using components to describe operation and determine serviceability
- Dismantle and assemble common components of a motor vehicle
- Practical work involved in the removal, dismantling and inspection of vehicle sub systems
- Dismantle and assemble common components of a motor vehicle
- Set up and use welding equipment

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Gaining employment in the automotive and any of the associated service industries. If employment is not the aim, the student will gain valuable knowledge and skills to assist them to undertake service and repair engines. Certificate II in Automotive is a nationally recognised qualification that leads to Certificate III level at TAFE and an automotive apprenticeship.

CERTIFICATE III IN BUSINESS

Qualification No: BSB30120

This course is delivered in partnership with the RTO: iVET Institute Code: 40548

WHY STUDY THIS SUBJECT?

[Subject Videos](#)

The VCE VET Business program allows students to gain a nationally recognised qualification while developing practical skills for the workplace. Students learn a range of business and administrative skills that can be applied across many industries and employment settings. The program provides pathways to employment, apprenticeships and traineeships, further vocational training, and tertiary study. Completion of the Certificate III in Business can also support students wishing to continue their studies in business-related courses after secondary school.

There is an additional cost associated with each VET course undertaken. In 2027 the approximate amount payable will be \$450 for each VET course, and this amount is added to the family fee account prior to commencing the course.

UNITS 1 – 4

WHAT IS STUDIED?

YEAR 1

BSBWHS311 - Assist with maintaining workplace safety
BSBTWK301 - Use inclusive work practices
BSBTEC302 - Design and produce spreadsheets
BSBTEC303 - Create electronic presentations
BSBTEC202 - Use digital technologies to communicate in a work environment
BSBPEF201 - Support personal wellbeing in the workplace
BSBCRT311 - Apply critical thinking skills in a team environment
BSBSUS211 - Participate in sustainable work practices

YEAR 2

BSBPEF301 - Organise personal work priorities
BSBINS302 - Organise workplace information
BSBTEC301 - Design and produce business documents
BSBXCM301 - Engage in workplace communication
BSBOPS304 - Deliver and monitor a service to customers

WHAT TYPE OF WORK IS DONE?

- The course combines classroom learning with practical workplace-style activities, including:
- Business case studies and workplace scenarios
- Computer and digital technology tasks
- Written reports and research activities
- Project-based learning
- Teamwork and group discussions
- Role plays and customer service simulations
- Practical demonstrations of skills
- Assessment tasks aligned to industry standards
- End-of-year external examination (where applicable)

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Certificate II in Business contributes to your VCE ATAR score and provides a practical basis for many university courses in the administration/management area. If all four Units are completed a two year TAFE Certificate is awarded for Certificate III in Business. Further study can be undertaken at TAFE to the level of Advanced Diploma of Business. Students wishing to enter the workforce at the end of Year 12 will have a tertiary qualification to enhance their employment opportunities.

CERTIFICATE II IN CONSTRUCTION PATHWAYS

Qualification Code: CPC20220

This course is delivered in partnership with the RTO AIET (121314)

WHY STUDY THIS SUBJECT?

You will gain skills in the carpentry field of building and construction such as use of carpentry tools and equipment. You will also develop knowledge of industry communication skills, material calculations, reading plans and Occupational Health and Safety issues. This course is designed for people wanting to enter the building and construction industry to become an apprentice carpenter. It provides the knowledge and practical skills associated with working in the building construction industry and equip students with the ability to work safely in the industry. The school has partnered with AIET (121314) to deliver this program. Students enrol with AIET (121314) to undertake this course.

Students are required to wear personal protective equipment provided by the College.

The course is undertaken over 2 years and occurs onsite at Sacred Heart College. Units in CPC20220 Certificate II in Construction Pathways require successful completion of CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry prior to enrolment. There is an additional cost associated with each VET course undertaken. In 2027 the approximate amount payable will be \$450 for each VET course, and this amount is added to the family fee account prior to commencing the course.

UNITS 1 – 4 WHAT IS STUDIED?

CPC20220 - (SHRTCA2F252)

CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work
CPCCVE1011	Undertake a basic construction project
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCOM1015	Carry out measurements and calculations
CPCCCM2006	Apply basic levelling procedures
CPCCCA2002	Use carpentry tools and equipment
CPCCCA2011	Handle carpentry materials
CPCCCO2013	Carry out concreting to simple forms
CPCCWF2002	Use wall and floor tiling tools and equipment

WHAT TYPE OF WORK IS DONE?

- OH&S
- Observations
- Practical use of tools and equipment
- Use of advanced joints
- Construction of products
- Completion of a timber product
- Investigate different joining methods
- Investigate hand tools

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

This course may lead on to an apprenticeship in carpentry and when qualified, further employment opportunities as a registered building practitioner, building inspector, leading hand, sub-foreman, foreman and project manager. After successful completion of the course, you will be awarded a Statement of Attainment in Certificate II in Construction Pathways.

As part of the Australian Qualifications Framework this program is nationally recognised.

CERTIFICATE II IN COOKERY

Qualification Code: SIT20421

This course is delivered in partnership with RTO QSS (Quality Service Skills) (90791)

WHY STUDY THIS SUBJECT?

[Subject Videos](#)

Certificate II in Cookery provides a double certificate for students, i.e. Certificate II in Cookery, which is recognised nationally, as well as VCE Units. It provides the core units for students to gain employment in the hospitality industry or to continue their studies in hospitality orientated TAFE courses.

Certificate II in Cookery requires teamwork and develops interpersonal skills, particularly customer relations. This subject will prepare students to enter the industry with knowledge about the latest trends in the food industry. Many skills learned in this subject will transfer into various other industries.

Students are also required to purchase a hospitality uniform and their own individual knife kits. There is an additional cost associated with each VET course undertaken. In 2027 the approximate amount payable will be \$450 for each VET course, and this amount is added to the family fee account prior to commencing the course.

UNITS 1 and 2

WHAT IS STUDIED?

Units 1 and 2 operate as a year long course.

- SITHCCC027 Prepare dishes using basic methods of cookery.
- SITHCCC023 Use food preparation equipment.
- SITHCCC024 Prepare and present simple dishes.
- SITHKOP009 Clean kitchen equipment and premises.
- SITXFSA005 Use hygienic practices for food safety.
- SITXFSA006 Participate in safe food handling practices.
- SITXWHS005 Participate in safe work practices.
- SITXINV006 Receive, store and maintain stock.
- SITHCCC025 Prepare and present sandwiches.

WHAT TYPE OF WORK IS DONE?

- Written tests
- Observations
- Case studies
- Role plays
- Project/case work
- Group discussions
- Integrated studies

In 2027 all VET Hospitality students will be required to complete an extended practical class once a week. The class will run from 2:15pm until 4:30pm. This will bring Sacred Heart into line with industry best practice. This class is compulsory and will run throughout the year. These classes will also allow the students to achieve the Structured Workplace Learning component of the course.

CERTIFICATE II IN COOKERY

Qualification Code: SIT20421

This course is delivered in partnership with RTO QSS (Quality Service Skills) (90791)

UNITS 3 and 4

WHAT IS STUDIED?

Units 3 and 4 operate as a year long course.

- SITHCCC034 Work effectively in a commercial kitchen.
- SITHCCC028 Prepare appetisers and salads.
- SITHCCC030 Prepare vegetable, fruit, eggs and farinaceous dishes.
- SITHCCC029 Prepare stocks, soups and sauces.

WHAT TYPE OF WORK IS DONE?

- Written tests
- Observations
- Case Studies
- Role plays
- Work placement
- Project/case work
- Group discussions
- Integrated studies
- Written reports
- Excursions
- End of year external examination

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Hospitality orientated careers in clubs/bars, hotels/motels, restaurants, casinos, resorts, hospitals, Defence Forces, catering establishments, tourism, airlines and cruises. This could be as a full time career or in a part time capacity, while continuing with other studies or full time employment.

CERTIFICATE II IN HOSPITALITY

FRONT OF HOUSE

Qualification Code: SIT20322

This course is delivered in partnership with RTO QSS (Quality Service Skills) (90791)

WHY STUDY THIS SUBJECT?

Hospitality provides a double certificate for students, i.e. Certificate II in Hospitality, which is recognised nationally, as well as VCE Units. It provides the core units for students to gain employment in the hospitality industry or to continue their studies in hospitality orientated TAFE courses.

Hospitality requires teamwork and develops interpersonal skills, particularly customer relations.

Students will learn skills that will be beneficial in other industries.

This certificate will prepare students to work front of house in the hospitality industry.

There is an additional cost associated with each VET course undertaken. In 2027 the approximate amount payable will be \$450 for each VET course, and this amount is added to the family fee account prior to commencing the course.

UNITS 1 and 2

WHAT IS STUDIED?

Units 1 and 2 operate as a year long course

- BSBTWK201 Work effectively with others.
- SITHIND006 Source and use information on the hospitality industry.
- SITHIND007 Use hospitality skills effectively.
- SITXCCS011 Interact with customers.
- SITXCOM007 Show social and cultural sensitivity.
- SITXWHS005 Participate in safe work practices.
- SITXFSA005 Use hygienic practices for food safety.
- SITHFAB025 Prepare and serve espresso coffee.
- SITHCCC025 Prepare and present sandwiches.

WHAT TYPE OF WORK IS DONE?

- Written tests
- Observations
- Case studies
- Role plays
- Project/case work
- Group discussions
- Integrated studies

In 2027 all VET Hospitality students will be required to complete an extended practical class once a week. The class will run from 2:15pm until 4:30pm. This will bring Sacred Heart into line with industry best practice. This class is compulsory and will run throughout the year. These classes will also allow the students to achieve the Structured Workplace Learning component of the course.

CERTIFICATE II IN HOSPITALITY

Qualification Code: SIT20322

This course is delivered in partnership with RTO QSS (Quality Service Skills) (90791)

UNITS 3 AND 4

WHAT IS STUDIED?

Units 3 and 4 operate as a year long course

- SITXFIN007 Process financial transactions.
- SITHFAB022 Clean and tidy bars.
- SITHFAB024 Prepare and serve non-alcoholic beverages.
- SITHFAB036 Provide advice on food.

WHAT TYPE OF WORK IS DONE?

- Written tests
- Observations
- Case Studies
- Role plays
- Work placement
- Project/case work
- Group discussions
- Integrated studies
- Written reports
- Excursions
- End of year external examination

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Hospitality orientated careers in clubs/bars, hotels/motels, restaurants, casinos, resorts, hospitals, Defence Forces, catering establishments, tourism, airlines and cruises. This could be as a full time career or in a part time capacity, while continuing with other studies or full time employment.

CERTIFICATE III IN SPORT, AQUATICS & RECREATION (Year 1)

Qualification Code: SIS30122

This course is delivered in partnership with the RTO: iVET Institute Code: 40548

WHY STUDY THIS SUBJECT?

This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in areas such as maintaining grounds and playing surfaces, providing customer service, housekeeping and or administrative assistance. This qualification also provides for multi skilled roles which combine a range of activities required to support the operation of facilities such as fitness centres, outdoor sporting grounds or complexes, aquatic centres and community recreation centres. All job roles are performed under supervision with some degree of autonomy.

There is an additional cost associated with each VET course undertaken. In 2027 the approximate amount payable will be \$450 for each VET course, and this amount is added to the family fee account prior to commencing the course.

WHAT TYPE OF WORK IS DONE?

- Assignment work relating to actual workplace practices done in class time
- Practical exercises to reinforce theory lessons
- Communicating with clients and colleagues to determine and interpret their specific requirements; understanding verbal and written information on sport and recreation products and services; preparing accurate records of client details; completing maintenance records; empathising and negotiating acceptable solutions to client requests and complaints.
- Working as a skilled team member; understanding own role in supporting the operation of sport and recreation facilities and servicing client needs; acknowledging accountability to other team members and working collaboratively with other sport and recreation personnel.
- Collecting, analysing and recording information to provide efficient support for sport and recreation programs and facilities; setting work priorities and scheduling own daily work activities to meet deadlines; following organisation policies and procedures to guide own work; Interpreting program schedules and timetables to determine priority and sequence of own tasks.

CERTIFICATE III IN SPORT, AQUATICS & RECREATION (Year 2)

Qualification Code: SIS30122

This course is delivered in partnership with the RTO: iVET Institute Code: 40548

UNITS 3 & 4

WHAT IS STUDIED?

- BSBWHS308 Participate in WHS hazard identification, risk assessment and risk control
- SISXPLD004 Facilitate Groups
- SISSSCO001 Conduct sport coaching sessions with foundation students
- SISXPLD002 Deliver Recreation Sessions

WHAT TYPE OF WORK IS DONE?

- Assignment work relating to actual workplace practices done in class time
- Practical exercises to reinforce theory lessons
- Knowing the sources of new information on the sport and recreation industry; accessing professional development opportunities to regularly update own knowledge and skills; sharing information with colleagues; updating knowledge and skills to accommodate changes in equipment and operating procedures.
- Understanding the operating capability of computer systems and software that assist in selling, planning and delivering sport and recreation products and services; safely using and maintaining sport and recreation equipment according to manufacturer's specifications and organisation policies and procedures.
- Adjusting work procedures to differences in equipment and facilities and changes in work environment; implementing correct action and following established procedures on discovery of an actual or potential emergency, security or safety hazard; identifying and discussing a range of ideas to improve own and colleagues work practices.
- Understanding and complying with the legal and ethical responsibilities that apply to own role in the sport and recreation industry; seeking and reflecting on feedback on own performance; acting on feedback from colleagues and supervisors on areas for improvement.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Gaining employment in Sport & Recreation and any of the associated service industries. For students who are enthusiastic about physical fitness and sport. Studying the Certificate III in Sport and Recreation will build a solid background in the industry, ideal if considering a career such as a sports and recreation officer, fitness instructor, recreation officer or sporting coach.

VCE STUDIES

Individual videos are provided on each subject page.

Should you wish to view the subject selection video playlist click here:

[Subject Videos](#)



ENGLISH REQUIREMENT FOR SATISFACTORY COMPLETION OF THE VCE

To satisfactorily complete the VCE, a student must have satisfactory results from at least one course from the English group. There are three courses from the English group available to study at Sacred Heart College. Students are advised to seek the advice of their English teacher regarding which course they might be best suited to.

ENGLISH	ENGLISH LANGUAGE	LITERATURE
<p>English explores: how writers and directors present their views and values; how to construct a text for different purposes, audiences or contexts; and how to analyse and present an argument.</p> <p>Skills and knowledge include:</p> <ul style="list-style-type: none"> • Analyse the ways writers argue their point of view in the media • Present a point of view • Write a creative text response • Compare two texts in a text response • Consider the effect texts have on an audience • Analyse writer's and director's messages • Use metalanguage 	<p>English Language explores the construction of language and the ideas conveyed through language. It is a linguistics based subject.</p> <p>Skills and knowledge include:</p> <ul style="list-style-type: none"> • Word origins • Grammar • Changes in language over time • Sub-systems of language • Use metalanguage • Contemporary examples • Explore audience and purpose • Language acquisition • Analytical commentaries on transcripts 	<p>Literature explores language and the stylistic and aesthetic qualities of texts.</p> <p>Skills and knowledge include:</p> <ul style="list-style-type: none"> • Write creatively on a text • Explore critical theory • Investigate the contexts of texts • Unearth the writer's views and values • Study text adaptations • Classic and contemporary texts • Closely analyse language
<p>English is a general course that covers many areas.</p> <p>This subject is for those:</p> <ul style="list-style-type: none"> • Interested in looking at the way the media manipulates audiences • Wanting to choose a familiar course • Wanting to build literacy skills • Careers in anything that requires you to read, write, speak and think. 	<p>Language is a specialised course that focus on a close analysis of how language works.</p> <p>This subject is for those:</p> <ul style="list-style-type: none"> • Interested in English as a language or studying a second language • Wanting to try something different, with more concrete answers • Careers in speech pathology, sociology, teaching and where root words are important: medicine (veterinary and nursing), law, science and mathematics 	<p>Literature is a specialised course for those who love reading.</p> <p>This subject is for those:</p> <ul style="list-style-type: none"> • Interested in reading a variety of texts with different audiences and purposes • Wanting to explore Literature • Wanting to read texts from different time periods • Careers in writing, law, criticism, journalism, publicity, publishing, media and education

ENGLISH

Subject Videos

WHY STUDY THIS SUBJECT?

English is a compulsory component of a VCE course. There are three choices in meeting this requirement. English is the most commonly selected option. The other options are English Language and English Literature. Students may study more than one English if they wish.

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators, and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

This study will build on the learning established through Victorian Curriculum English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

UNIT 1

WHAT IS STUDIED?

- 1. Reading and Exploring Texts**
Students explore how meaning is created in a text
- 2. Crafting Texts**
Students focus on the construction of texts

WHAT TYPE OF WORK IS DONE?

- Note taking
- Reading and viewing
- Writing essays
- Creative responses
- Oral presentations
- Class and group discussions
- End of semester examination

UNIT 2

WHAT IS STUDIED?

- 1. Reading and Exploring Texts**
Students explore how comparing texts can provide a deeper understanding of ideas, issues and themes
- 2. Exploring Argument**
Students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience

WHAT TYPE OF WORK IS DONE?

- Note taking
- Reading and viewing
- Writing essays
- Comparing texts
- Oral presentations
- Class and group discussions
- End of semester examination

ENGLISH

<p>UNIT 3</p> <p>WHAT IS STUDIED?</p> <ol style="list-style-type: none">1. Reading and responding to texts Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation.2. Creating texts Students read and engage imaginatively and critically with mentor texts and effective and cohesive writing within identified contexts.	<p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none">• Reading, viewing and note taking• Class and group discussion activities• Analytical essays• Creative Responses• Trial examination
<p>UNIT 4</p> <p>WHAT IS STUDIED?</p> <ol style="list-style-type: none">1. Reading and responding to texts Students critically analyse texts.2. Analysing argument Students build their understanding of both the analysis and construction of texts that attempt to present an argument.	<p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none">• Preparing and delivering an oral presentation• Class and group discussion activities• Text response• Preparation and revision for the final examination• End of year external examination
<p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>The English/Literature/English Language result must be included in students' ATAR Score. English is crucial to the development of communication skills that will be used both in professional and private pursuits throughout life.</p>	

ENGLISH LANGUAGE

[Subject Videos](#)

WHY STUDY THIS SUBJECT?

VCE English Language is an advanced English subject which explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. English Language builds on students' previous learning about the conventions and codes used by speakers and writers of English. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change.

Students studying English Language examine how uses and interpretations of language are nuanced and complex, rather than a series of fixed conventions. Students explore how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions and to create and disrupt social cohesion. The study of English Language enables students to understand the structures, features and discourses of written and spoken texts through the systematic and objective deconstruction of language in use.

English Language is one of three ways students can satisfy the compulsory English component of a VCE course at Sacred Heart College. This is an advanced subject, therefore work habits on recent reports will be taken into consideration when applying.

UNIT 1 - Language and Communication

WHAT IS STUDIED?

- 1. The nature and functions of language**
This provides students with an understanding of the nature of language and how it can be used for a variety of functions.
- 2. Language acquisition**
Focuses on the developmental stages of language acquisition, both first and additional language learning, and how children and people learn to use the conventions of language.

WHAT TYPE OF WORK IS DONE?

- Compiling a folio and/or reports
- Case Studies
- Analysis of spoken and written texts
- Oral presentations
- Learning metalanguage
- Essay Writing

UNIT 2 - Language Change

WHAT IS STUDIED?

- 1. English across time**
Students study the changes that have occurred in English over time.
- 2. Englishes in contact**
Students study the effects of globalization on English, and the impact on the development and decline of languages as a result of contact with English.

WHAT TYPE OF WORK IS DONE?

- Compiling a folio and/or reports
- Case Studies
- Analysis of spoken and written texts
- Oral presentations
- Learning metalanguage
- Essay writing

ENGLISH LANGUAGE

<p>UNIT 3 - Language variation and purpose</p> <p>WHAT IS STUDIED?</p> <p>The focus of this unit is language in its social setting</p> <ol style="list-style-type: none"> 1. Informality Students consider the features and functions of informal language in written, spoken and electronic interactions, understanding that the situational and cultural context of an exchange determines the language used. 2. Formality Students consider the way situational and cultural context determines whether people use formal language and in which mode they choose to communicate. For example; how language is altered to suit occasions, the concept of politeness and the role of politeness markers 	<p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Learning metalanguage • Written reports of investigations • Folios • Tests • Multimedia reports • Essays <p>Assessment:</p> <ul style="list-style-type: none"> • Essays, short answer tests and analytical commentaries
<p>UNIT 4 - Language variation and identity</p> <p>WHAT IS STUDIED?</p> <p>The focus of this unit is on their contexts</p> <ol style="list-style-type: none"> 1. Language variation in Australian society This area of study enables students to examine the range of language varieties that exist in contemporary Australian society and the contributions these varieties make to a construction of shared national identity. 2. Individual and group identities This area of study focuses on the role of language in reflecting and constructing individual and group identities. 	<p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Learn the ground rules of successful conversation • Study a range of written genres • Learn meta language <p>Assessment:</p> <ul style="list-style-type: none"> • Essays, short answer tests and analytical commentaries
<p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>Any field in which attention is paid explicitly to language, such as Communications, Speech and Reading Therapy, Pre-school and Primary Education, English Teaching, Psychology, Cognitive Science, Computer Science and Philosophy. English language results must be included in students' ATAR score if they have studied this subject instead of English or Literature.</p>	

LITERATURE

Subject Videos

WHY STUDY THIS SUBJECT?

This subject is for students who enjoy reading and analysing texts such as novels, plays, poetry and films. It is another option for meeting the compulsory English requirement in the VCE.

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures, and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely, and to establish and articulate their views through creative and analytical responses. These are qualities valued by tertiary educational institutions and prospective employers in many walks of life.

Other employability skills this subject develops are: planning and organisation, managing resources, written communication, problem solving, initiative and enterprise, self-management, working with others and in teams. Literature is one of three ways students can satisfy the compulsory English component of a VCE course at Sacred Heart College. (This is an advanced subject, therefore work habits on recent reports will be taken into consideration when applying).

UNIT 1

WHAT IS STUDIED?

- Reading practices
- Exploration of literary movements and genres

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students analyse features and conventions to help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts, and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

WHAT TYPE OF WORK IS DONE?

Typical assessment tasks are:

- Journal entries
- Essay
- Debate
- Close analysis of selected passages
- An original piece of writing responding to a text
- Oral or written review
- Multimedia presentation
- Performance and commentary

UNIT 2

WHAT IS STUDIED?

- Voices of Country
- The text in its context

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras establish connections between them. Students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators.

WHAT TYPE OF WORK IS DONE?

Typical assessment tasks are:

- Journal entries
- Essay
- Debate
- Close analysis of selected passages
- An original piece of writing responding to a text
- Oral or written review
- Multimedia presentation
- Performance and commentary

LITERATURE

<p>UNIT 3</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none">• Adaptations and transformations• Developing interpretations <p>In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.</p> <p>Students develop their skills in communicating ideas in both written and oral forms.</p>	<p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none">• Essays: analytical, creative and comparative• Class discussion• Oral Presentation• Reading and viewing• Research
<p>UNIT 4</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none">• Creating responses to texts• Close analysis of texts <p>In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.</p>	<p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none">• Essays: analytical, creative and comparative.• Class discussion• Oral Presentation• Reading and viewing• Research
<p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>Literature results must be included in a student's ATAR score if they have studied this subject instead of English or English Language.</p>	

APPLIED COMPUTING

WHY STUDY THIS SUBJECT?

VCE Applied Computing facilitates student-centred learning that enables students to build capabilities in critical and creative thinking, and to develop communication and collaboration, and personal, social and information and communications technology (ICT) skills. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level.

UNIT 1 APPLIED COMPUTING - WHAT IS STUDIED?

In Area of Study 1, as an introduction to data analytics, students respond to teacher-provided solution requirements, designs and data to develop data visualisations. They develop a solution that includes a database, spreadsheet(s) and data visualisations.

In Area of Study 2, students respond to solution requirements to design and develop a working software solution using python programming language. They develop techniques for debugging and testing their software solution to ensure that it works as intended.

UNIT 2 APPLIED COMPUTING - WHAT IS STUDIED?

In Area of Study 1, students work collaboratively and select a topic of interest involving an emerging trend for further study to create an innovative solution. The innovative solution can be presented as a proof of concept, a prototype or a product. For example, past student projects have been a web-based fitness app, facial recognition program and using the in-built camera and a pointing finger to control the laptop mouse using python.

In Area of Study 2, as an introduction to cyber security, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose and justify strategies to protect the security of data and information within a network.

WHAT ARE THE LEARNING ACTIVITIES

- Innovative solutions research project
- Use of Excel, Access and data visualisation software to produce solutions
- Python programming folio of exercises
- Case study analysis on network security for an organisation
- End of Semester Examination

SOFTWARE USED

- Database (Microsoft Access)
- Spreadsheet (Microsoft Excel)
- Python Programming language
- Team Gantt (Project Management Software)
- Data Visualisation Software such as Infogram

Other online tools relevant to students' needs.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

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VCE

Students may choose to continue studying information technology in VCE by selecting Unit 1 & 2 VCE Applied Computing and Unit 3 & 4 Analytics in Years 11 and 12

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Career

Many jobs and careers are increasingly needing their staff to have IT skills and capabilities. There are many careers options to follow if students wish to specialise in Information Technology. These can include Project Manager, Business Analyst, Data Scientist, Network Manager, Website Designer, Cyber Security Analyst, Data Analyst, Hardware/Software Engineer, IT Consultant, Programmer, Database Administrator and Tech Support. For more detailed information: <https://mallory.com.au/information-technology-jobs-descriptions/>.

DATA ANALYTICS

UNIT 3 - WHAT IS STUDIED?

In Area of Study 1, students respond to teacher-provided solution requirements and designs to develop data visualisations. They apply specific functions of database and spreadsheet software tools to manipulate, cleanse and analyse data. Students then use a data visualisation software tool to develop data visualisations that present their findings.

In Area of Study 2, students propose a research question, prepare a project plan, collect, analyse and prepare data, and design infographics and/or dynamic data visualisations on an interest area of their choice. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

WHAT TYPE OF WORK IS DONE?

- Use of Excel, Access and data visualisation software to produce solutions
- Use of Project Management software
- Short Tests
- Documentation of solutions

SOFTWARE USED

- Spreadsheets - Microsoft Excel
- Databases – Microsoft Access
- Data visualisation and project management software

UNIT 4 – WHAT IS STUDIED?

In Area of Study 1, students apply the problem-solving stages of development and evaluation to develop their preferred designs prepared in Unit 3, Area of Study 2 into infographics and/or dynamic data visualisations. They evaluate the infographics and/or dynamic data visualisations and assess the project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT).

In Area of Study 2, students analyse a case study that investigates the impact of a data breach on an organisation. They examine the cyber security threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

WHAT TYPE OF WORK IS DONE?

- Theory to explain concepts
- Practical work on the computer using application software to solve information problems
- Tests
- Documentation of solutions
- Case study analysis on network security for an organisation
- End of year external examination

SOFTWARE USED

- Spreadsheets - Microsoft Excel or
- Databases – Microsoft Access
- Data visualisation and project management software

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Information Technology skills are highly valued in the work force.

There are many careers to follow if students wish to specialise in information technology which include: Project Manager, Business Analyst, Data Scientist, Network Manager, Website Designer, Cyber Security Analyst, Data Analyst, Hardware/Software Engineer, IT Consultant, Programmer, Database Administrator and Tech Support.

ART (Creative Practice)

WHY STUDY THIS SUBJECT?



Art appeals to students who:

- Wish to explore their own creativity and imagination
- Wish to build skills when creating artworks by exploring and refining a range of media
- Wish to develop their own Creative Practice
- Want to undertake 'experiential learning' learning by experiencing
- Want to undertake 'inquiry learning', an active process of exploration and experimentation where the end result is not known.
- Students who want to undertake 'project based learning', beginning with a challenging question or problem and engaging in problem solving, decision making and reflection.
- Wish to explore artists from both contemporary and historical contexts by attending excursions to art galleries and reading and analysing art works
- Wish to work in a creative field after they leave school
- Need to compile a Folio for entry into Art or Design courses at a tertiary level
- Find exploring Art a personally enriching experience and have demonstrated some ability in this area

UNIT 1: Interpreting artworks and exploring the Creative Practice

WHAT IS STUDIED?

- The practices of artists from different time periods and cultures.
- The use of personal opinions and points of view about artworks.
- The ways artists use visual language to communicate ideas and meaning in their artworks.
- Methods used to experiment with and explore materials, techniques and processes.
- Ways to develop personal visual responses by investigating the work of artists.
- How to record creative practice in a visual diary.
- How to reflect and evaluate visual responses.

WHAT TYPE OF WORK IS DONE?

Students are introduced to the work of at least 3 artists using the interpretive lenses to reflect and respond to them.

Students undertake experiential learning where they are guided through a number of making and responding experiences as lead by their teacher.

Students develop an art practice which explores and refines art techniques including, but not limited to drawing in pastels, oil sticks, charcoal, pencil, painting in gouache, printmaking techniques including linocuts, monoprints, ceramics and sculpture, found objects, ephemeral objects.

UNIT 2: Interpreting artworks and developing the Creative Practice

WHAT IS STUDIED?

The purpose of art in different cultures and times

- The diverse approaches to making and presenting art in a contemporary context.
- How artworks can help us reflect on beliefs, values and traditions in different cultures.
- How to communicate issues and ideas in art using collaborative practices.
- How to use a variety of materials, techniques and processes in artmaking.

WHAT TYPE OF WORK IS DONE?

May include but not limited to

- Creative practice and collaboration
- Written response to artists work including oral presentations, annotated response or formal essays. Short answer responses supported by visual references.
- Presentation of at least one finished artwork.
- A critique of creative work where students evaluate their own, and others, creative work.

Students use Creative Practice to explore ideas and issues and present at least one finished artwork using collaborative approaches.

Students undertake inquiry based **learning** where they create artworks in an active process of exploration and experimentation.

ART (Creative Practice)

UNIT 3 and 4

WHAT IS STUDIED IN UNIT 3

In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work.

They explore ideas and experiment with materials, techniques and processes using the Creative Practice.

The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation.

Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist.

Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork.

The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

WHAT IS STUDIED IN UNIT 4

Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of the Creative Practice.

They reflect on the feedback from their critique to further refine and resolve a Body of Work that demonstrates their use of the Creative Practice and the realisation of their personal ideas.

The students present their Body of Work to an audience accompanied by documentation of their use of the Creative Practice.

WHAT TYPE OF WORK IS DONE?

- Students examine at least one artwork and the practice of an artist and produce at least one artwork to contribute to their body of work.
- Students create artworks using a folio to document the creative practice - ideas, skills in using materials and techniques, of their own choosing.
- Students document their use of creative practice and present a critique.
- Students resolve and present a Body of Work using creative practice.
- Students research at least one historical artist and one contemporary artist, comparing their work in the form of an essay/report.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Artist, Art Conservator, Public Art Practitioner, Sculptor, Painter, Printmaker, Graphic Artist, Art Teacher, (Primary, Secondary, Tertiary) Graphic Artist, Occupational Therapist, Art Therapist, Interior Designer, Landscape Architect, Industrial Designer, Textile Designer, Recreation Officer, Architect, Photographer, Web Designer, Town Planner, Theatrical Costume Designer, Stage Set Designer, Fashion Designer, Display Artist, Cultural Heritage Officer, Conservator, Craftsperson, Cartoonist, Cartographer, Arts Administrator, Animator, Advertising Industry, Visual Merchandiser, Camera Operator (film television), Beauty Therapist, Arts and Cultural Planner, Florist, Glass Worker, Hairdresser, Chef, Museum Technician, Sign Writer, Screen Printer, Picture Framer, Silversmith, Jeweller, Art Therapist, Tattoo Artist, Desktop Publisher and Curator.

Students undertake a creative practice, a methodical approach to art making which could also be applied to other industries such as Business, Science, Humanities.

The artworks/folio developed in Art can contribute to entry processes for a variety of Art and Design courses including RMIT, Victorian College of the Arts, Swinburne, LaTrobe University, Monash University, TAFE Colleges and many privately owned Colleges.

BIOLOGY

[Subject Video](#)

WHY STUDY THIS SUBJECT?

Through studying Biology students develop an understanding of the diversity of life as it has evolved and changed over time, and consider how living organisms function and interact in the natural world. Living organisms are investigated together with the interactions they have with each other and the natural environments. Biology also includes learning more about the life processes within cells and in multicellular organisms. Students study Biology because:

- they are fascinated by the amazing world of living things and want to discover more about it
- they enjoy combining practical work and field work with theoretical knowledge
- it is a requirement for their further study choices

UNIT 1: HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?

Area of Study 1 - How do cells function?

- Cellular structure and function
- The cell cycle and cell growth, death and differentiation

Area of Study 2 - How do plant and animal systems function?

- Cells are specialised and organised in plants and animals
- Functioning systems
- Regulation of systems

Area of Study 3 - Practical Investigation:

Students adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.

WHAT TYPE OF WORK IS DONE?

Theoretical knowledge and activities are combined to assist in understanding the key ideas.

These activities will include:

- Case Study based on a media release
- Analysis of primary and secondary data
- Analytical and assessment tasks
- Student-led scientific investigation
- End of semester examination
- Online Tasks

UNIT 2: HOW DOES INHERITANCE IMPACT ON DIVERSITY?

Area of Study 1 - How is inheritance explained?

- From chromosomes to genomes
- Genotypes and phenotypes
- Patterns of inheritance

Area of study 2 - How do inherited adaptations impact on diversity?

- Reproductive strategies
- Adaptations and diversity enhance survival of species within an ecosystem

Area of study 3 - Investigation of an issue

Students identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

WHAT TYPE OF WORK IS DONE?

Theoretical knowledge and activities are combined to assist in the understanding the key ideas.

These activities may include:

- Practical work including a student designed practical investigation
- Research presentation on a theoretical aspect of the unit
- Data analysis and assessment tasks
- End of semester examination
- Online Tasks

BIOLOGY

UNIT 3: HOW DO CELLS MAINTAIN LIFE?

Area of Study 1 - What is the role of nucleic acids and proteins in maintaining life?

- The relationship between nucleic acids and proteins
- DNA manipulation techniques and applications, including the use of CRISPR

Area of Study 2 - How are biochemical pathways regulated?

- Regulation of biochemical pathways in photosynthesis and cellular respiration
- Photosynthesis as an example of biochemical pathways
- Cellular respiration as an example of biochemical pathways
- Biotechnological applications of biochemical pathways

WHAT TYPE OF WORK IS DONE?

Theoretical knowledge and activities are combined to assist in understanding the key ideas.

Activities will include:

- Practical investigations
- Written practical reports
- Summarising notes
- Presentations
- Online Tasks

UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES?

Area of Study 1 - How do organisms respond to pathogens?

- Responding to antigens
- Acquiring immunity
- Disease challenges and strategies

Area of Study 2 - How are species related over time?

- Genetic changes in a population over time
- Changes in species over time
- Determining the relatedness of species
- Human change over time

Area of Study 3 - Practical Investigation

Student-designed or adapted investigation within or across Unit 3 and 4. The investigation involves the generation of primary data relating to cellular processes and/or how life changes and responds to challenges.

WHAT TYPE OF WORK IS DONE?

Theoretical knowledge and activities are combined to assist in understanding the key ideas.

Activities will include:

- Practical activities
- Written reports
- Online tasks
- An excursion
- Response to a current issue
- End of year 2 ½ hour external examination
- A structured scientific poster according to the VCAA template

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Students who go on to work or study in related fields find this understanding a great benefit to them. Many tertiary courses also require Biology or another Science as a pre-requisite, while for others it is recommended. Studying Biology can lead to careers in the following fields: Agricultural Science, Biological Science, Biotechnology, Environmental Science, Forestry, Forensic Science, Genetics, Laboratory Technician, Medical Science, Medicine, Microbiology, Molecular Biology, Nanotechnology, Research Science, Teaching and Veterinary Science.

BUSINESS MANAGEMENT

WHY STUDY THIS SUBJECT?

[Subject Videos](#)

Business Management examines the ways in which people at various levels manage or contribute to the planning, operation and evaluation of a business. Studying Business Management will enable students to develop transferable skills such as planning, collaboration with team members and deep problem-solving skills. Students who study Business Management will be engage in a variety of practical tasks as well as theoretical components to prepare students to engage in the corporate business society.

UNIT 1: PLANNING A BUSINESS

WHAT IS STUDIED?

- Explore the considerations to be made before a business can be established
- Entrepreneurship along with other conditions that contribute to the success of business ideas
- Internal business environment and planning
- External business environment and planning

WHAT TYPE OF WORK IS DONE?

- Case studies and analysis of businesses
- Business planning
- Short-answer and extended-answer structured questions
- End of semester examination

UNIT 2: ESTABLISHING A BUSINESS

WHAT IS STUDIED?

- Legal requirements involved in setting up a business, including financial record keeping
- Planning and establishing appropriate financial control systems, supplier relationships and establishing effective policies and procedures
- Investigate the essential features of effective marketing
- Consider the best way to meet the needs of the business in terms of staffing and financial record keeping

WHAT TYPE OF WORK IS DONE?

- Case studies and analysis of businesses
- Short-answer and extended-answer structured questions
- End of semester examination

BUSINESS MANAGEMENT

<p>UNIT 3: MANAGING A BUSINESS</p> <p>WHAT IS STUDIED?</p> <p>Business Foundations</p> <ul style="list-style-type: none"> • Types of businesses • Business objectives • Stakeholders of businesses and their characteristics • Management styles and their appropriateness • Management skills • The relationship between management styles and management skills • Corporate culture <p>Human Resource Management</p> <ul style="list-style-type: none"> • The relationship between human resource management and business objectives • Key principles of theories of motivation • Motivation strategies and their advantages and disadvantages • Training options • Performance management strategies • Termination management • Roles of participants in the workplace • Awards and agreements as methods of determining wages and conditions of work • Dispute resolution processes 	<p>WHAT TYPE OF WORK IS DONE?</p> <p>Operations Management</p> <ul style="list-style-type: none"> • The relationship between operations management and business objectives • Key elements of an operations system • Characteristics of operations management • Strategies to improve both the efficiency and effectiveness of operations related to technology, materials management, quality, and waste minimisation • Corporate social responsibility considerations • Global considerations
<p>UNIT 4: TRANSFORMING A BUSINESS</p> <p>WHAT IS STUDIED?</p> <p>Reviewing performance – the need for change</p> <ul style="list-style-type: none"> • The concept of business change • Proactive and reactive approaches to change • Key performance indicators • key principles of the Force Field Analysis theory • Driving forces for change • Restraining forces in businesses • Key approaches to strategic management according to Porter’s Generic Strategies 	<p>WHAT TYPE OF WORK IS DONE?</p> <p>Implementing change</p> <ul style="list-style-type: none"> • Leadership in change management • Management strategies to respond to KPIs • Corporate culture and strategies for its development • An overview of the principles of the Learning Organisation • Key principles of the Three-step Change Model • The effect of change on stakeholder groups • Corporate social responsibility considerations when implementing change • The importance of reviewing KPIs
<p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <ul style="list-style-type: none"> • Further studies in business, human resource management, commerce, operations/manufacturing management, supply chain management and related fields at a university or TAFE • Develops an awareness and understanding of how businesses function and are managed, a valuable insight in almost all fields of employment. 	

CHEMISTRY

Subject Videos

WHY STUDY THIS SUBJECT?

Chemistry is a key science in investigating and explaining the workings of our universe through understanding the properties and the interactions of substances that make up matter. Students will have the opportunity to:

Investigate and inquire scientifically

- Plan, design and conduct investigations
- Analyse data
- Evaluate procedures and reliability of data

Apply chemical understandings

- Make connections between concepts and apply understandings to familiar and new contexts
- Analyse issues and implications of new technologies

Communicate chemical information and understandings

- Use appropriate chemical terminology, representations and conventions, graphing conventions and units of measurement
- Discuss relevant chemical information, concepts and models and the connections between them

UNIT 1: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

WHAT IS STUDIED?

Area of Study 1 - How do the chemical structures of materials explain their properties and reactions?

- Elements and the periodic table
- Covalent substances
- Reactions of metals and ionic compounds
- Separation and identification of mixtures

Area of Study 2 - How are materials quantified and classified?

- Quantifying atoms and compounds
- Families of organic compounds
- Polymers and society

WHAT TYPE OF WORK IS DONE?

- Practical activities
- Practical reports
- Library / internet research
- Extended experimental investigation
- Analysis of data
- A modelling or simulation activity
- A media analysis/response
- Presenting chemical information using written, oral, visual or multimedia formats
- End of semester examination

UNIT 2: HOW DO CHEMICAL REACTIONS SHAPE THE NATURAL WORLD?

WHAT IS STUDIED?

Area of Study 1 - How do chemicals interact with water?

- Water as a unique chemical
- Acid-base (proton transfer) reactions
- Redox (electron transfer) reactions

Area of Study 2 - How are chemicals measured and analysed?

- Measuring solubility and concentration
- Analysis for acids, bases and salts
- Measuring gases

Area of Study 3 - How do quantitative scientific investigations develop our understanding of chemical reactions?

Students design and undertake a practical investigation

WHAT TYPE OF WORK IS DONE?

- Practical activities
- Summary report of selected practical investigations
- a media analysis/response
- problem-solving involving chemical concepts, skills and/or issues Critique of an experimental design, chemical process or apparatus
- Analysis of data
- Presenting chemical information using written, oral visual or multimedia formats
- End of semester examination

CHEMISTRY

<p>UNIT 3: HOW CAN DESIGN AND INNOVATION HELP TO OPTIMISE CHEMICAL PROCESSES?</p> <p>WHAT IS STUDIED?</p> <p>Area of Study 1 - What are the current and future options for supplying energy?</p> <ul style="list-style-type: none">• Carbon-based fuels• Measuring changes in chemical reactions• Galvanic cells and fuel cells as sources of energy <p>Area of Study 2 - How can the rate and yield of chemical reactions be optimised?</p> <ul style="list-style-type: none">• rates of chemical reactions• extent of chemical reactions• production of chemicals by electrolysis	<p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none">• comparison and evaluation of chemical concepts• Library / internet research• Presenting chemical information using written, oral, visual or multimedia formats• Practical experiments and reports• problem-solving, including calculations, using chemistry concepts and skills applied to real-world contexts• Analysis and interpretation of data
<p>UNIT 4: HOW ARE CARBON-BASED COMPOUNDS DESIGNED FOR PURPOSE?</p> <p>WHAT IS STUDIED?</p> <p>Area of Study 1 - How are organic compounds categorised and synthesised?</p> <ul style="list-style-type: none">• Structure, nomenclature and properties of organic compounds• reactions of organic compounds <p>Area of Study 2 - How are organic compounds analysed and used?</p> <ul style="list-style-type: none">• Laboratory analysis of organic compounds• Metabolism of food in the human body• Instrumental analysis of organic compounds• Medicinal chemistry <p>Area of Study 3 - How is scientific inquiry used to investigate the sustainable production of energy and/or materials?</p> <ul style="list-style-type: none">• Investigation design• Scientific evidence• Science communication	<p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none">• Analysis and interpretation of data• Modelling organic chemicals• Comparison and evaluation of findings from at least two practical activities• Calculations• Problem-solving applied to real-world contexts• Practical reports• Presenting chemical information through a structured scientific poster• End of year external examination
<p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>Careers and tertiary courses in the following areas: Agricultural Science, Applied Chemistry, Biological Science, Biotechnology, Dental Science, Engineering, Environmental Science, Forensic Science, Industrial Chemistry, Laboratory Technician, Materials Science, Medical Science, Medicine, Microbiology, Nanotechnology, Nursing, Pharmacy, Research Science, Teaching, Waste Management /Pollution Control and Wine Making.</p>	

DRAMA

2027	Unit 3&4 Drama Unit 1&2 Theatre Studies	Year 11 Students could choose to take Theatre Studies, or extend and undertake Drama as a Unit 3&4 Subject <i>Year 11 students may wish to undertake two performing Arts subjects, with permission from Arts LAL</i> Year 12 students could only undertake Unit 3&4 Drama
2028	Unit 3&4 Theatre Studies Unit 1&2 Drama	Year 11 Students could choose to take Drama, or accelerate and undertake Theatre Studies as a Unit 3&4 Subject <i>Year 11 students may wish to undertake two performing arts subjects, with permission from Arts LAL</i> Year 12 students could only undertake Unit 3&4 Theatre Studies

WHY STUDY THIS SUBJECT?

[Subject Videos](#)

Drama offers opportunities for:

- Creative expression and development of acting and performance skills
- Developing skills in creating theatre performances from a student's own ideas
- Development of group and independent working skills
- Building confidence to perform in a public forum
- Challenges for personal development
- Refinement of thinking and analytical skills

UNIT 1: INTRODUCING PERFORMANCE STYLES AND CONTEMPORARY DRAMA PRACTICES

WHAT IS STUDIED?

- Study performance styles from a range of social, historical, contemporary and cultural contexts.
- Examine the traditions of storytelling and devise performances telling stories that go beyond representations of reality.
- How to create and present solo and ensemble devised performances
- How to record and document play making techniques in the development of performance work
Analyse and evaluate the presentation of ideas, stories, characters in a professional work

WHAT TYPE OF WORK IS DONE?

- Use transformation to create and sustain character/s/time/place
- Explore how dramatic elements and expressive skills enhance performance work
- Practical workshops in play-making techniques and applying production areas relevant to the selected performance styles
- Research subject matter, record and document the production process
- Reflect on, analyse and evaluate own and group performance work
- View, discuss and present analytical responses to amateur or professional theatre.
- Perform devised solo and ensemble drama work

UNIT 2: CONTEMPORARY DRAMA PRACTICES AND AUSTRALIAN IDENTITY

WHAT IS STUDIED?

- How are aspects of Australian identity evident in contemporary drama practice?
- How to analyse a professional play
- How to use, create and present solo and/or ensemble devised performances from Australian source stimulus
- How can dramatic play works reflect cultural attitudes and perspectives?
- How to document the developmental process
- How to develop the expressive skills of voice, movement, facial expression and gesture.


WHAT TYPE OF WORK IS DONE?

- Workshop styles and conventions and explore how stagecraft elements enhance performance
- Interpreting Australian stimuli (stories, art, icons) to develop performance work
- Learn and use the language of drama
- Research subject matter and document the production process
- Evaluate individual and group performances
- Present a devised performance to an audience
- Respond to a performance of an Australian play/or a work reflecting the Australian identity
- Examine contemporary drama practices, the work of Aboriginal and Torres Strait Islander artists, sustainability, and ethical material sourcing.

DRAMA

<p>UNIT 3: DEvised ENSEMBLE PERFORMANCE</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • How the collaborative process is used by a group in ensemble production • How to use stimulus material to create character/s and effectively apply stagecraft elements, lights, music, costume and props • How to evaluate and analyse the processes, techniques and skills in the development and performance of the Ensemble • How to use appropriate dramatic language to analyse and evaluate a drama performance. 	<p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Development and production of a major Ensemble Performance that goes beyond a representation of real life as it is lived. • Record the developmental processes of the Drama Ensemble Performance • Devise, create and perform an Ensemble piece to an audience • Document and evaluate the production process, play-making techniques and performance skills. • Evaluate individual and group performances • View a professional theatre production and write an analytical response • Examine contemporary drama practices, the work of Aboriginal and Torres Strait Islander artists, sustainability and ethical material sourcing
<p>UNIT 4: SOLO PERFORMANCE</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • How to identify the dramatic potential in selected stimulus material • How to use developmental techniques to produce a 'short' and an 'extended' Solo Performance • How to develop a script to guide a Solo Performance • How to apply prescribed styles, conventions, stagecraft and dramatic elements, application of symbol and transformation of character, time and place to scripts and improvisations. • How to apply non-naturalistic styles to enhance the meaning and form of Solo Performance. • How to present character/s in Solo Performance • How to identify, describe and explain the techniques used in live performances 	<p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Workshops to develop a short 2 minute mini-solo' (a reduced version of the major solo) & an extended 7 minute Solo Performance • Research and preparation of material for a Solo Performance of up to 7 minutes duration, performed to external examiners • Draft and edit an original script • Document the processes, techniques and skills of the Solo Performance task • Focused experimentation and commitment to the rehearsal process • Attend professional workshops to prepare for the solo & written exams • School Assessed Coursework • End of year external examination • End of year external examinations: Written and Practical
<p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <ul style="list-style-type: none"> • The confidence, commitment to group collaboration, independent working habits, research and analytical skills developed in Drama are a foundation for any vocational or further study aspirations. • The important thing to understand about studying VCE Drama is that it opens up an incredible future in many different facets of the workforce. • Studying Drama can lead to success in the Arts industry, but skills such as confidence in public speaking; personal organisation and independence are transferable, so the possibilities are endless. 	

ECONOMICS

<p>WHY STUDY THIS SUBJECT</p> <p>Economics is inherently about how resources are allocated to meet society's needs and wants. It helps you understand contemporary issues like inflation, unemployment, government policies, international trade, and the distribution of income and wealth. You'll gain insight into how these factors affect you personally, your community, and the global economy. By studying economic principles, you'll be better equipped to make informed decisions as a consumer, a worker, and a citizen of Australia.</p>	
<p>UNIT 1: ECONOMIC DECISION MAKING</p> <p>WHAT IS STUDIED?</p> <p>UNIT 1 - The Behaviour of Consumers and Businesses</p> <p>AoS1 – Thinking like an economist</p> <ul style="list-style-type: none"> • Introductory concepts, including: relative scarcity, economic decision making, opportunity cost, resources • Business: profit maximisation, evolution and changing goals including sustainability, genders, technology and innovation <p>AoS2 – Decision making in markets</p> <ul style="list-style-type: none"> • Market competition • Law of Supply and Demand • Monopolies <p>AoS3 - Behavioural Economics Key insights of behavioural economics, including bounded rationality, bounded willpower and bounded self-interest The differences between traditional economics and behavioural economics The effectiveness of strategies used by government to influence consumer behaviours</p>	<p>WHAT TYPE OF WORK IS / CAN BE DONE?</p> <ul style="list-style-type: none"> • Case studies • Practical exercises • Structured questions and analysis • Report of an investigation or an inquiry • A blog of media commentaries using print or electronic materials • A presentation (oral, multimedia, visual) • A web page • End of Semester Examination
<p>UNIT 2: ECONOMIC ISSUES AND LIVING STANDARDS</p> <p>WHAT IS STUDIED?</p> <p>AoS1: Economic Activity</p> <ul style="list-style-type: none"> • The purpose of economic activity • the meaning of material and non-material living standards • The meaning and measurement of economic growth using real Gross Domestic Product (GDP) • The meaning of both long-term economic prosperity and environmental sustainability 	<p>AoS2: Applied Economic Analysis of Local, National and International Economic Issues</p> <ul style="list-style-type: none"> • The definition of the selected economic issue, including relevant measures and statistical indicators • the reasons the issue is of importance to the economy at a local, national and international level • the economic factors influencing the extent of the selected economic issue • the different perspectives of households (consumers and workers), business, government and other relevant economic agents regarding the selected economic issue • the economic responses undertaken by relevant economic agents at a local, national and international level, to address the economic issue, including government policies

ECONOMICS

<p>UNIT 3: AUSTRALIA'S LIVING STANDARDS</p> <p>WHAT IS STUDIED?</p> <p>AoS1: An introduction to microeconomics: the market system, resource allocation and government intervention</p> <ul style="list-style-type: none"> • Relative scarcity: needs, wants, resources and opportunity cost • The nature of, and conditions for, a perfectly competitive market • The law of demand and the demand curve including movements along, and shifts of, the demand curve <p>AoS 2: Domestic Macroeconomic Goals</p> <p>The difference between material and non-material living standards and factors that may affect living standards</p> <p>The five-sector circular flow model of income</p> <p>The business cycle and its causes</p> <p>The meaning and importance of aggregate demand and the factors that may affect the level of aggregate demand in the economy</p>	<p>AoS3: Australia and the International Economy</p> <p>The relationship between trade and living standards</p> <p>the terms of trade, its meaning and measurement and the factors that may affect the terms of trade</p> <p>The balance of payments and its components</p> <p>Australia's current account balance</p> <p>the composition and cause of net foreign debt and net foreign equities</p> <p>The exchange rate, its meaning and measurement and the factors affecting its value</p>
<p>UNIT 4 – MANAGING THE ECONOMY</p> <p>WHAT IS STUDIED?</p> <p>AoS 1: Aggregate demand policies and domestic economic stability</p> <ul style="list-style-type: none"> • Monetary policy • The role of the RBA with respect to monetary policy as outlined in its charter • Conventional monetary policy (cash rate target) and how it affects interest rates • Budgetary policy • Sources of government revenue including direct and indirect taxation, revenue from government businesses and the sale of government assets • Types of government expenses including government current and capital expenditure and transfer payments • The budget outcome: balanced, deficit or surplus <p>AoS2: Aggregate supply policies</p> <ul style="list-style-type: none"> • the use of aggregate supply policies to complement aggregate demand policies in promoting non-inflationary economic growth over time • the operation of aggregate supply policies in improving supply-side conditions through their impact on the quantity and quality of the factors of production, the costs of production and productivity, and the effect on Australia's international competitiveness, productive capacity and aggregate supply • how one of the following budgetary policies is designed to affect aggregate supply 	<p>WHAT TYPE OF WORK IS / CAN BE DONE?</p> <p>Suitable tasks for assessment may be selected from the following:</p> <ul style="list-style-type: none"> • An analysis of written, visual and statistical evidence • A folio of applied economic exercises • Problem-solving tasks • A blog of media commentaries using print or electronic materials • A report of an investigation or an inquiry • Case studies • End of semester examination <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>Further study in the field of Economics can lead to a broad range of career opportunities such as stockbroking, insurance, business analysis, banking and finance, journalism and public policy.</p>

ENVIRONMENTAL SCIENCE

WHY STUDY THIS SUBJECT?

Subject Videos

Environmental Science is an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments, and analyses the functions of both living and non-living elements that sustain Earth systems. The study explores the relationships between the atmosphere, biosphere, hydrosphere and lithosphere and investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts.

Students will:

- explore the challenges that past and current human interactions with the environment presents for the future.
- develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills.
- use scientific and cognitive skills to analyse contemporary issues related to environmental science.

UNIT 1: HOW ARE EARTH'S DYNAMIC SYSTEMS INTERCONNECTED TO SUPPORT LIFE?

Area of Study 1 - How are Earth's systems organised and connected?

- The movement of energy and nutrients across Earth's four interrelated systems
- How dynamic interactions among biotic and abiotic components contribute to their capacity to support life and sustain ecological integrity

Area of Study 2 - How do Earth's systems change over time?

- How changes occurring at various time and spatial scales influence Earth's characteristics and interrelated systems with respect to a regional environmental challenge.

Area of Study 3 - How do scientific investigations develop understanding of how Earth's systems support life?

Students design and conduct a practical investigation into the monitoring of ecosystems

WHAT TYPE OF WORK IS DONE?

Theoretical knowledge and activities are combined to assist in understanding the key ideas.

These activities will include:

- Exploration and discussion
- Practical investigation and report
- Analytical and assessment tasks
- End of semester examination

UNIT 2: WHAT AFFECTS EARTH'S CAPACITY TO SUSTAIN LIFE?

Area of Study 1 - How can we manage pollution to sustain Earth's systems?

- How the chemical and physical characteristics of pollutants impact on Earth's four systems
- Explore a range of options for management strategies.

Area of Study 2 - How can we manage food and water security to sustain Earth's systems?

- Compare the advantages and limitations of different agricultural systems for achieving regional and global food security.

Area of Study 3 - How do scientific endeavours contribute to minimising human impacts on Earth's systems?

- Students investigate and explain how science can be applied to address the impacts of natural and human activities.

WHAT TYPE OF WORK IS DONE?

Theoretical knowledge and activities are combined to assist in the understanding the key ideas.

These activities may include:

- Practical work including a student designed practical investigation
- Research presentation on a theoretical aspect of the unit
- Data analysis and assessment tasks
- End of semester examination

ENVIRONMENTAL SCIENCE

UNIT 3: HOW CAN BIODIVERSITY AND DEVELOPMENT BE SUSTAINED?

Area of Study 1 - Why is maintaining biodiversity worth a sustained effort?

- Explain the importance of Earth's biodiversity and how it has changed over time
- Analyse the threats to biodiversity
- Evaluate management strategies to maintain biodiversity in the context of one selected threatened endemic species.

Area of Study 2 - When is development sustainable?

- Explain how sustainability principles relate to environmental management
- Analyse how stakeholder perspectives can influence environmental decision-making
- Evaluate the effectiveness of environmental management strategies in a selected case study

WHAT TYPE OF WORK IS DONE?

Theoretical knowledge and activities are combined to assist in understanding the key ideas.

- Activities will include:
- Practical investigations
- Written practical reports
- Summarising notes
- Presentations

UNIT 4: HOW CAN CLIMATE CHANGE AND THE IMPACTS OF HUMAN ENERGY USE BE MANAGED?

Area of Study 1 - How can we respond to climate change?

- Analyse the major factors that affect Earth's climate
- Explain how past and future climate variability can be measured and modelled
- Evaluate options for managing climate change

Area of Study 2 - What might be a more sustainable mix of energy sources?

- Compare the advantages and disadvantages of using a range of energy sources
- evaluate the suitability and impacts of their use in terms of upholding sustainability principles

Area of Study 3 - How is scientific inquiry used to investigate contemporary environmental challenges?

Students design and conduct a scientific investigation related to biodiversity, environmental management, climate change and/or energy use, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

WHAT TYPE OF WORK IS DONE?

Theoretical knowledge and activities are combined to assist in understanding the key ideas.

Activities will include:

- Practical activities
- Written reports
- Online tasks
- An excursion
- Response to a current issue
- End of year 2 ½ hour external examination
- A structured scientific poster according to the VCAA template

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

VCE Environmental Science provides for continuing study pathways within the field and leads to a range of careers. Diverse areas of employment range from design, including landscape or building architecture, engineering and urban planning, environmental consultancy and advocacy, which may involve employment in air, water and/or soil quality monitoring and control, agriculture, construction, mining and property management and water quality engineering. Environmental scientists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, geology and oceanography.

FOOD STUDIES

Subject Videos

WHY STUDY THIS SUBJECT?

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills, and building individual pathways to health and wellbeing through the application of practical food skills.

Students explore food from a range of different perspectives. They study past and present eating patterns, Australian and global food production systems, and the physical and social functions and roles of food. Students will research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food and critically evaluate information, marketing messages and new trends.

They will look at Australia's varied and abundant food supply, and how food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products that may harm their health. This study examines the background to this abundance and explores reasons for our food choices.

It is designed to build the capacities of students to make informed food choices. Students develop their understanding of food, while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns.

UNIT 1: Food Origins.

- The origins of food including hunter-gatherer food systems and early agriculture food systems.
- The development of food systems, food cultures and distinctive cuisines.
- Patterns in global spread of food production and the growth of trade in food commodities.
- Indigenous Australian food practices including the ingredients, flavours, tools and natural resources.
- Migration to Australia and influences on Australian Food tastes and consumption.
- Contemporary Australian Food.

WHAT TYPE OF WORK IS DONE?

- Practical cooking
- Sensory analysis
- Comparative food testing
- Dietary and nutritional analysis
- Product analysis
- Creating and responding to design briefs
- Scientific experiments
- Case studies
- Film reviews
- Research assignments
- Excursions / incursions
- Guest speakers
- Group work
- Structured questions
- Short answer questions
- Multimedia tasks

UNIT 2: Food Makers

- The Australian food system.
- Australian food industry trends and issues.
- Australian primary production including agriculture, horticulture and major food growing regions.
- Food processing and manufacturing industries in Australia.
- Developing new food products using design briefs.
- Food safety in industry, including food labelling.
- Evaluate food products using sensory analysis, dietary analysis and nutritional analysis.
- Planning and managing meals including resources such as time, money, health and sustainability.
- Designing and adapting recipes including meeting food preferences, medical, cultural and ethical restrictions.
- The principles of heat transfer.
- The functional properties of food.

FOOD STUDIES

UNIT 3: Food in Daily Life.

- Appetite, satiety, and the sensory appreciation of food.
- Digestion – how foods are digested and absorbed by the body.
- The role of the gut microbiota.
- The Australian Dietary Guidelines and the Australian Guide to Healthy Eating, with particular focus on the ways in which food selection can assist in the prevention of obesity and related lifestyle diseases.
- Biological reasons for differences in dietary requirements, considering factors including age, sex, pregnancy and lactation, and activity levels.
- Food allergies and intolerances.
- Current Australian eating patterns and trends in food purchasing and consumption.
- How social factors influence food intake such as income, education, location, accommodation, culture and available time.
- The social and emotional role of food in expressing personal identity and connectiveness.
- The role of food influencing mental health.
- The role of the media shaping food information.
- Personal and social behaviours encourage overconsumption of food.
- Political influences on food systems.
- Developing healthy diets in children.

WHAT TYPE OF WORK IS DONE?

- Practical cooking
- Cooking demonstrations
- Sensory analysis
- Food sampling
- Dietary and nutritional analysis
- Product analysis
- Responding to design briefs
- Scientific experiments
- Case study analysis
- Media analysis
- Research Inquiry
- Excursions / incursions
- Guest speakers
- Group work
- Structured questions
- Short answer questions
- Multimedia tasks

UNIT 4: Food Issues, Challenges and Futures

- Using evidence-based research to assess food fads, trends and diets.
- Becoming an informed food consumer – how to assess the validity of food information and food claims made by food companies.
- Food standards relating to food labelling and food advertisements.
- Practical ways to apply healthy eating and maintain a healthy weight.
- Global food security – challenges of feeding the world.
- Ethical concerns of Australian food consumers.
- Environmental sustainability of Australia's primary food production systems.
- Environmental effects of food processing and manufacturing, retail and consumption in Australia.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Students who study Food Studies could enrol in a Bachelor Degree or higher education in nutrition, health promotion, dietetics, nursing, Food Technology, environmental health, winemaking or consumer science.

The completion of this subject can also lead to studies in hospitality, primary production or catering.

Possible career paths may include nutrition, health, hospitality, food sustainability, food marketing, health inspector, food quality control, food historian, food microbiology, recipe tester, new food product development, food scientist, food technology teacher, health promotion, food critic, environmental health officer, caterer.

FRENCH

[Subject Videos](#)

WHY STUDY THIS SUBJECT?

French is one of the ten most spoken languages in the world. The study of French enables students to:

- Use French to communicate with others
- Understand and appreciate the cultural contexts in which French is used
- Understand our own culture through the study of other cultures
- Make a connection between French and English and other languages
- Learn more about English grammar
- Apply French to daily work, further studies, training or leisure

UNIT 1:

WHAT IS STUDIED?

Pre-requisite: Satisfactory completion of Year 10 French.

The three prescribed themes connected to Unit 1 are:

- The individual
- The French-speaking communities
- The world around us

Topics include:

- Family and friends
- Sports, leisure activities and health
- School life

WHAT TYPE OF WORK IS DONE?

- Listening and categorising, summarising and interpreting information
- Wider reading of French texts and comprehension activities
- Writing in a range of text types using appropriate conventions
- Researching cultural topics
- Developing speaking confidence, using personal opinions
- Cultural exchange and conversation activities with French visitors
- Memorisation for role-plays and presentations

UNIT 2:

WHAT IS STUDIED?

Pre-requisite: Satisfactory completion of Unit 1 French.

The three prescribed themes connected to Unit 1 are:

- The individual
- The French-speaking communities
- The world around us

Topics include:

- Travelling
- Arts, culture and entertainment
- French customs and traditions

WHAT TYPE OF WORK IS DONE?

- Listening and categorising, summarising and interpreting information
- Wider reading of French texts and comprehension activities
- Writing in a range of text types using appropriate conventions
- Researching cultural topics
- Developing speaking confidence, using personal opinions
- Cultural exchange and conversation activities with French visitors
- Memorisation for role-plays and presentations

FRENCH

UNIT 3:

WHAT IS STUDIED?

Pre-requisite: Satisfactory completion of Unit 2 French.

The three prescribed themes connected to Unit 1 are:

- The individual
- The French-speaking communities
- The world around us

Topics include:

- My future
- Youth issues and subcultures
- Second World War

WHAT TYPE OF WORK IS DONE?

- Grammatical structures – tenses and other grammar
- Listening and categorising, summarising and interpreting information
- Conversing in a variety of contexts
- Wider reading of French text and comprehension activities
- Writing in a range of text types, using appropriate conventions
- Researching cultural topics, using a variety of texts and media
- Developing confidence in speaking, using personal opinions
- Preparation for VCE exam

UNIT 4:

WHAT IS STUDIED?

Pre-requisite: Satisfactory completion of Unit 3 French.

The three prescribed themes connected to Unit 1 are:

- The individual
- The French-speaking communities
- The world around us

Topics include:

- Roles and relationships in society
- Environment and sustainability

WHAT TYPE OF WORK IS DONE?

- Sustained practice and revision for listening, reading, speaking and writing in preparation for the final examination
- Constructing a major writing piece, using the correct text type, length and conventions
- Practising personal conversation topics
- End of year external examinations – written and oral

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The ability to communicate in French, in conjunction with other skills, may provide students with enhanced vocational opportunities in areas such as trade, tourism, banking, technology and education. Students can also work as an English Assistant in French speaking countries.

Language studies can be pursued in university Arts courses or as a diploma.

GEOGRAPHY

WHY STUDY THIS SUBJECT?

Subject Videos

The study of Geography allows students to explore, analyse and come to understand the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? How could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

You should study VCE Geography if you are:

- Interested in the world's natural and human environments
- Wanting to be a good global citizen and develop an improved understanding of how to manage the use of the world's resources to enable sustainability
- Wishing to increase your knowledge of the world and the major events that occur within it
- Thinking of a career in these areas.

UNIT 1: HAZARDS AND DISASTERS

WHAT IS STUDIED?

This unit investigates how people have responded to specific types of hazards and disasters. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.

Students examine hazards and hazard events and analyse the impacts of hazard events. They study at least two specific hazards at different scales. They explore the nature and effectiveness of specific measures such as prediction and warning programs, community preparedness and land use planning, as well as actions taken after hazards become harmful and destructive disasters.

WHAT TYPE OF WORK IS DONE?

- Fieldwork Excursion
- Fieldwork Report – Disaster Impacts
- Interpret and analyse maps, diagrams and other geographical information.
- Examine case studies at local, national and global scales.
- Collect, sort and process primary and secondary data.
- End of semester examination.

UNIT 2: TOURISM: ISSUES AND CHALLENGES

WHAT IS STUDIED?

In this unit students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism.

Students examine the characteristics of tourism, the location and distribution of different types of tourism and tourist destinations, and the factors affecting different types of tourism. They explore the environmental, economic, social and cultural impacts of different types of tourism, and the issues and challenges that these create for people and the environment.

WHAT TYPE OF WORK IS DONE?

- Fieldwork Excursion
- Fieldwork Report – Tourism Sustainability
- Interpret and analyse maps, diagrams and other geographical information.
- Examine case studies at local, national and global scales.
- Collect, sort and process primary and secondary data.
- End of semester examination.

GEOGRAPHY

UNIT 3: CHANGING THE LAND

WHAT IS STUDIED?

This unit focuses on two investigations of geographical change: change to land cover and change to land use

Students investigate two major processes that are changing land cover in many regions of the world:

- Deforestation, and
- Melting glaciers and ice sheets.

Students investigate the distribution and causes of these two processes. They select one location for each of the processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes, and responses to these changes at different scales.

At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report

WHAT TYPE OF WORK IS DONE?

- Interpretation and analysis of maps, data and other geographic information
- Collect, sort, process and represent primary and secondary data through fieldwork
- Examination of case studies at local, national and global scales
- Use of GIS and GNSS technologies (GPS & Google Earth) to view and associate data.
- School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score:
 - Outcome 1 – Analysis of geographic data and a case study
 - Outcome 2 – Fieldwork report and structured questions

UNIT 4: HUMAN POPULATION – TRENDS AND ISSUES

WHAT IS STUDIED?

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

WHAT TYPE OF WORK IS DONE?

- Analysis of population dynamics on a global scale.
- Analysis of significant population issues and challenges in selected locations and evaluation of responses.
- School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score:
 - Outcome 1: Analysis of geographic data and research report
 - Outcome 2: Case Studies
- End-of-year examination which contributes 50 per cent to the study score

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Careers and tertiary courses in the following areas: Arts, Social Sciences, Climatology, Conservation, Disaster Management, Earth Sciences, Emergency Services, Urban and Town Planning, Environmental Management, Engineering, International Development, Geographical Information Systems (GIS), Outdoor Education, Natural Resource Management, Teaching, Park and Research Management, International Affairs, Geology, Oceanography, Tourism and Ecotourism, Recreation and Surveying.

HEALTH AND HUMAN DEVELOPMENT

WHY STUDY THIS SUBJECT?

Subject Videos

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organisation's definition and interpretations of health and wellbeing.

Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by healthcare and other interventions.

Students consider Australian and Global contexts as they investigate variations in health status between populations and nations. They look at the Australian Healthcare system and research what is being done to address inequalities in health and development outcomes.

They examine and evaluate the work of global organisations such as the United Nations and the World Health Organisation, as well as non-government organisations and the Australian government's overseas aid program. This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and lifespan.

Students develop health literacy as they connect their learning to their lives, communities and world.

UNIT 1 – Understanding Health and Wellbeing

WHAT IS STUDIED?

Health perspectives and influences

- Various definitions of health and wellbeing, including physical, social, emotional, mental and spiritual dimensions
- Indicators used to measure the health status of Australians, including incidence and prevalence of health conditions.

Health and Nutrition

- The function and food sources of major nutrients
- The use of food selection models to promote healthy eating among youth
- The consequences of nutritional imbalance

Youth Health and Wellbeing

- Government and Non-Government programs relating to youth health and wellbeing
- Community values and expectations that influence the development and implementation of programs
- Key features of one health and wellbeing focus relating to Australia's youth

WHAT TYPE OF WORK IS DONE?

- Collect and analyse data
- Group work
- Research assignments
- Minor oral presentations
- Case studies
- Multimedia presentations
- Assessment tasks
- Short written reports
- Structured questions
- End of semester examination
- Incursions

UNIT 2 – Managing Health and Development

WHAT IS STUDIED?

Developmental transitions

- Overview of the human lifespan
- Definitions and characteristics of development, including physical, social, emotional and intellectual.
- The role of parents, carers and/or family environment in determining the optimal development of children through understanding of; fertilisation and the stages of prenatal development, risk and protective factors relating to prenatal development, the impact of early life experiences on future health and development

Health Care in Australia

- Key aspects of Australia's health system such as Medicare, the Pharmaceutical Benefits Scheme and Private Health Insurance
- Rights and Responsibilities associated with accessing health services

HEALTH AND HUMAN DEVELOPMENT

UNIT 3 – Australia’s health in a globalised world

WHAT IS STUDIED?

Understanding Health and Wellbeing

- Concepts of health and wellbeing
- Benefits of optimal health and wellbeing and its importance as a resource individually, nationally and globally
- Pre-requisites for health as determined by the WHO including peace, shelter, education, food, income, a stable eco-system, sustainable resources, social justice and equity

Promoting health and wellbeing

- Improvements in Australia’s health status since 1990 and reasons for these improvements
- Australia’s health system including Medicare, the Pharmaceutical Benefits scheme and the National Disability Insurance scheme
- The role of health promotion
- Initiatives introduced to bring about improvements in Indigenous Health and wellbeing
- Initiatives to promote healthy eating in Australia

WHAT TYPE OF WORK IS DONE?

- Collect and analyse data
- Group work
- Research assignments
- Minor oral presentations
- Case studies
- Multimedia presentations
- Assessment tasks
- Short written reports
- Structured questions
- Incursions
- End of year external examination

UNIT 4 – Health and Human Development in a global context

WHAT IS STUDIED?

Health and wellbeing in a global context

- Characteristics of high, middle and low income countries
- Similarities and differences in health status among high, middle and low income countries
- The concepts and dimensions of sustainability
- The concept of Human Development

Health and the Sustainable Development Goals

- Rationale and objectives of the UN’s SDG’s
- Key features of SDG 3 ‘Ensure healthy lives and promote wellbeing for all at all ages’
- The relationship between SDG 3 and SDGs 1,2,4,5,6 and 13
- Priorities and work of the WHO
- The purpose and characteristics of different types of aid (Bilateral, Multilateral, Emergency, Non-Government)
- Features of Australia’s aid program including its priority areas and the type of partnerships involved
- The role of non-government organisations

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

- Primary and secondary teaching
- Nursing
- Childcare
- Physical Education
- Social work/ counselling
- Future parenting skills
- Health Promotion and Development
- Psychology

MODERN HISTORY (UNITS 1 & 2)

WHY STUDY THIS SUBJECT?

Subject Videos

History is the study of the human story. History explores the 'big issues' such as – War, Peace, Freedom, Human Rights, Justice, Democracy, Dictatorship and Nationalism to name a few.

In studying History, students investigate 'Yesterday' (*Then*, the past) to help explain 'Today' (*Now*, the present), in order to shape 'Tomorrow' (*Later*, the Future).

History is explored through major events, ideas, individuals, groups, movements, societies and civilisations, as well as various social, political, economic, cultural, environmental and technological forces and conditions that have shaped humanity.

WHAT IS STUDIED?

VCE Modern History: Unit 1

Change and conflict

Area of Study 1: Ideology and conflict

Students focus on the consequences of World War I and the causes of World War II. The study is contextualised by exploring the rise of Adolf Hitler and the Nazi Party coming to power in Germany during 1918-1933.

Area of Study 2: Social and Cultural change

Students focus on Adolf Hitler and the Nazi Party's use of power, leading to the persecution of millions and ultimately the genocide known as the Holocaust. Students also explore the way artists worked both for the Nazi Party peddling propaganda, and against them to creatively resist Hitler's regime.

VCE Modern History: Unit 2

The changing world order

Area of Study 1: The Cold War

Students focus on the causes and consequences of the Cold War, a 50-year conflict that threatened humanity with the risk of nuclear war and divided the world into two competing 'empires', one led by the US in the name of Democracy and Capitalism and the other by Russia in the name of Communism.

Area of Study 2: Challenge and change

Students dive into twentieth-century Northern Ireland, a gripping landscape where traditional values were radically challenged by individuals and grassroots movements. They will explore the sparks that ignited 'The Troubles'—from civil rights marches to paramilitary conflict—and analyse why change was resisted. Beyond Northern Ireland, students choose their own historical focus (1945–2010), investigating powerful global themes: terrorism, war, independence struggles, or protest movements. It's history that builds vital critical thinking and empathy.

WHAT TYPE OF WORK IS DONE?

- Classroom discussions and debates
- Undertaking independent and small group historical inquiries (investigations)
- Working with and analysing primary historical sources and artefacts (e.g. political cartoons, propaganda posters, song lyrics, buildings, key documents)
- Working with and analysing historical interpretations
- Extended response and essay writing
- Reading and note-taking.

HISTORY: REVOLUTIONS (UNITS 3 & 4)

WHAT IS STUDIED?

Unit 3: The French Revolution

Area of Study 1: Causes of revolution

Students focus on the long-term causes and short-term triggers of the French Revolution (1774-1789). Students explore this time of rapid change in France, by investigating the reasons that led to the call for an end to royal rule with shouts of “Liberty, Equality and Brotherhood” by revolutionaries seeking to create a ‘New World.’

Area of Study 2: Consequences of revolution

Students focus on the consequences of the French Revolution (1789-1795). There was a time of radical change and violence, leading to ‘The Great Terror.’ Students consider whether the French Revolution achieved or betrayed its goals and whether people were ultimately better or worse off because of it.

Unit 4: The Russian Revolution

Area of Study 1: Causes of revolution

Students focus on the long-term causes and short-term triggers of the Russian Revolution (1896-1917). Students explore this time of rapid change in Russia, by investigating the reasons that led to the call for an end to royal rule with shouts of “Peace, Bread and Land” by revolutionaries seeking to create a new ‘Communist Utopia.’

Area of Study 2: Consequences of revolution

Students focus on the consequences of the Russian Revolution (1917-1927). There was a time of radical change and violence, leading to the Russian Civil War and ‘Red Terror.’ Students consider whether the Russian Revolution achieved or betrayed its goals and whether people were ultimately better or worse off because of it.

WHAT TYPE OF WORK IS DONE?

The following four assessment tasks will be completed over Units 3 and 4:

- i. a historical inquiry
- ii. evaluation of historical sources
- iii. extended responses
- iv. an essay.

- School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.
- School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.
- The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination. The examination will contribute 50 per cent to the study score.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Successful completion of VCE History is a great foundation into the following university courses: Bachelor of Arts (BA) majoring in History, or other degrees majoring in a related field to History such as Law, Politics, International Relations, Economics, International Business and Trade, Journalism, Philosophy, Religion and Theology, Literature and Creative Writing.

Studying VCE History also equips you with real-world critical thinking skills, which are highly sought after by employers. The following career fields really value someone with a historical understanding: Government, Politics, Law, Defence, Policy and Research, International Business and Finance, Journalism, International Aid and Development, Museum and Gallery Curatorship, Librarianship and Archives.

JAPANESE

WHY STUDY THIS SUBJECT?

Japanese is one of the most widely taught languages from the Asia-Pacific region in Australian schools. The bond between our two countries helps to nurture closer economic, trade and cultural ties.

The study of Japanese enables students to:

[Subject Videos](#)

- Use Japanese to communicate with others
- Understand and appreciate the cultural contexts in which Japanese is used
- Understand our own culture through the study of other cultures
- Make connections between Japanese and English and other languages
- Apply Japanese to daily work, further study, training or leisure
- Make and appreciate Japanese cuisine

UNIT 1

WHAT IS STUDIED?

Pre-requisite: Satisfactory completion of Year 10 Japanese

The three prescribed themes connected to Unit 1 are:

- The Individual
- The Japanese Speaking Communities
- The World Around Us

Topics Include:

- Personal identity and life styles
- Relationships and Japanese speaking communities
- School life
- Living in a Japanese Society/Visiting Japan

WHAT TYPE OF WORK IS DONE?

- Cultural exchange and conversation activities with Japanese visitors
- Text and workbook chapters
- Listening and categorising, summarising and interpreting information
- Memorisation for role-plays and presentations
- Wider reading of Japanese text and comprehension activities
- Writing in a range of text types
- Research on cultural topics
- Conversation practice
- Consolidating and advancing knowledge of the kanji script through regular kanji quizzes

UNIT 2

WHAT IS STUDIED?

Pre-requisite: Satisfactory completion of Japanese Unit 1

The three prescribed themes connected to Unit 2 are:

- The Individual
- The Japanese Speaking Communities
- The World Around Us

Topics Include:

- Communication and Media
- Aspirations, education and careers
- Japanese Culture

WHAT TYPE OF WORK IS DONE?

- Participation in Japanese excursions, workshops and interactive cultural activities.
- Text and workbook chapters
- Listening and categorising, summarising and interpreting information
- Memorisation for role-plays and presentations
- Wider reading of Japanese text and comprehension activities
- Writing in a range of text types and styles
- Research on cultural topics using texts and the Internet
- Conversation practice
- Consolidating and advancing knowledge of the kanji script through regular kanji quizzes

JAPANESE

UNIT 3

WHAT IS STUDIED?

Pre-requisite: Satisfactory completion of Japanese Unit 2

The three prescribed themes connected to Unit 3 are:

- The Individual
- The Japanese speaking communities
- The World Around Us

Topics include:

- The influence of technology on the workforce
- Significant people
- Living in Japan

WHAT TYPE OF WORK IS DONE?

- Wider reading and viewing of Japanese text and video as comprehension activities
- Text and workbook chapters
- Listening and categorising, summarising and interpreting information
- Writing in a range of text types
- Research on cultural topics using texts and the Internet
- Associated grammar studies
- Conversation in the context of an interview
- Conversation practice
- Consolidating and advancing knowledge of the kanji script through regular kanji quizzes

UNIT 4

WHAT IS STUDIED?

Pre-requisite: Satisfactory completion of Japanese Unit 3

The three prescribed themes connected to unit 4 are:

- The Individual
- The Japanese speaking communities
- The World Around Us

Topics Include:

- Global and contemporary society
- Caring for the environment
- Gift giving
- Personal identity and lifestyles
- Japanese traditional and modern culture

WHAT TYPE OF WORK IS DONE?

- Practise constructing a major writing piece in the correct style, length and use of conventions.
- Sustained practice and revision of listening, reading, speaking and writing tasks in preparation for the final examination
- End of year external examinations - written and oral
- Consolidating and advancing knowledge of the kanji script through regular kanji quizzes

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The ability to communicate in Japanese, in conjunction with other skills, may provide students with enhanced vocational opportunities in areas such as trade, tourism, banking, technology and education. Many students work in Japan as English language assistants.

Language studies can be pursued in university Arts courses, Hospitality courses or as a Diploma.

WHY STUDY THIS SUBJECT?

Legal Studies Informs: Students investigate the structure of government, the legal process and their legal rights and obligations

Legal Studies Develops Skills: Students identify legal problems and analyse ways they can be resolved. Students research evidence, evaluate arguments and formulate reasoned conclusions orally and in writing

Legal Studies Establishes Links: Students draw on their knowledge of other areas of study and apply it to a legal context

Legal Studies Provides Opportunity: Students have the chance to gain a brief insight into the legal and related professions which may lead to further study or work.

UNIT 1: The presumption of innocence

WHAT IS STUDIED?

Legal Foundations:

- The role of the legal system in achieving social cohesion
- The principles of justice
- Characteristics of an effective law
- An overview of the roles of the parliament
- Sources of law
- The Victorian court hierarchy
- Types of law
- Distinction between civil and criminal law

Proving guilt:

- Purpose of criminal law
- Presumption of innocence
- Key criminal law concepts
- Types of offences
- Participants in crime
- A detailed study of two areas of criminal law

Sanctions

- The principles of justice
- Institutions that enforce criminal law
- The balance between institutional powers and individual rights
- The role and criminal jurisdictions of the Victorian courts
- The role of the jury in a criminal trial
- The difficulties faced by different groups in the criminal justice system
- The types and purposes of sanctions
- Alternative approaches to sentencing, such as the use of the Drug Court, Koori Courts and diversion programs
- sentencing practices in one other Australian jurisdiction.

WHAT TYPE OF WORK IS DONE?

- Note taking
- Summarising
- Textbook work
- Videos and DVDs
- Analysis and interpretation
- Assessment tasks including case studies and tests
- End of semester examination

UNIT 2: Wrongs and rights

WHAT IS STUDIED?

Civil liability:

- The purposes and types of civil law
- Key concepts of civil law
- Possible plaintiffs and defendants to a civil dispute
- A detailed study of two areas of civil law

Remedies:

- The principles of justice
- Methods used to resolve a civil dispute
- Institutions that resolve civil disputes
- The role and civil jurisdictions of the Victorian courts
- The role of the jury in a civil trial
- The difficulties faced by different groups in the civil justice system
- The purposes and types of remedies

Human Rights:

- The meaning and development of human rights
- An overview of the ways in which human rights are protected in Australia
- A detailed case study of one human rights issue in Australia

WHAT TYPE OF WORK IS DONE?

- Note taking
- Summarising
- Textbook work
- Videos and DVDs
- Analysis, interpretation and synthesis
- Assessment tasks including case studies and tests
- End of semester examination

LEGAL STUDIES

<p>UNIT 3: Rights and Justice</p> <p>WHAT IS STUDIED?</p> <p>Victorian Criminal Justice System:</p> <ul style="list-style-type: none"> • The distinction between summary offences and indictable offences • key principles of the criminal justice system • The rights of an accused • The rights of victims • The principles of justice • The role of Victoria Legal Aid and Victorian community legal centres • The purposes and appropriateness of plea negotiations • The reasons for the Victorian court hierarchy • The roles of key personnel in a criminal case • The need for legal practitioners in a criminal case • The impact of costs, time and cultural differences • The purposes and types of sanctions • Factors considered in sentencing 	<p>Victorian Civil Justice System:</p> <ul style="list-style-type: none"> • Key principles in the Victorian civil justice system • Factors to consider before initiating a civil claim • The principles of justice • The purposes and appropriateness of methods used to resolve civil disputes • The reasons for the Victorian court hierarchy in determining civil disputes • The roles of key personnel in a civil dispute • The need for legal practitioners in a civil dispute • The use of class actions to resolve civil disputes • The purposes and appropriateness of institutions used to resolve disputes • The impact of costs and time • Damages and injunctions
<p>UNIT 4: The People, the law and reform</p> <p>WHAT IS STUDIED?</p> <p>The people and the law makers</p> <ul style="list-style-type: none"> • The roles of the Crown and the Houses of Parliament • The law-making powers of the state and Commonwealth parliaments • The significance of section 109 of the Australian Constitution • One High Court case which has had an impact on state and Commonwealth law-making powers • Factors that affect the ability of parliament to make law • The means by which the Australian Constitution acts as a check on parliament in law-making • The reasons for, and effects of, statutory interpretation • Features of the doctrine of precedent • Factors that affect the ability of courts to make law • Features of the relationship between courts and parliament in law-making 	<p>The people and reform</p> <ul style="list-style-type: none"> • Reasons for law reform • The means by which individuals or groups can influence law reform • The role of the media, including social media, in law reform • The role of the Victorian Law Reform Commission • One recent Victorian Law Reform Commission inquiry • The role of Royal Commissions or parliamentary committees in law reform • One recent Royal Commission inquiry • Reasons for constitutional reform • The requirements for a referendum • Factors affecting the success of a referendum • The significance of the 1967 referendum about First Nations people and the 2023 referendum about an Aboriginal and Torres Strait Islander Voice <p>WHAT TYPE OF WORK IS DONE? – Unit 3 & 4</p> <ul style="list-style-type: none"> • Note taking • Summarising • Text book work • Videos and DVDs • Analysis, interpretation and synthesis • Case studies • School Assessed Coursework • End of year external examination Term 4
<p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>Further Study: TAFE paralegal courses and general Social Science / Arts courses University courses: Law and general Social Science / Arts courses Work: Legal Secretary, Law Clerks and Legal Office Managers Professions: Barrister and Solicitor</p>	

MATHEMATICS



MATHEMATICS IN VCE

There are 5 different maths options in VCE.

VCE VM students must undertake a maths subject to complete the requirements of the course. Any of the maths courses meet this requirement.

VCE students do not have to undertake maths, but are highly recommended to do so.

Maths is a prerequisite for many university courses, and numerical skills are important in everyday life.

Below is a quick summary of each course. Further details are provided over the following pages.

VCE Foundation Maths	VCE General Maths	VCE Maths Methods	VCE Specialist Maths
Students wanting common maths for everyday life	Students wanting more technical maths for using in every day life.	Students wanting algebraic heavy, challenging maths	Students wanting an extensive maths challenge
Everyday maths including Estimation Collection and presentation of data Financial Maths Metric units of measure Shapes in 2 and 3 Dimensions	Data and data distributions Linear relationships Financial modelling Matrices Graphs Networks	Polynomial functions and relations, their inverse and graphs Rates of change and calculus. Probability and probability distributions	Mathematical logic and proof Complex numbers Vectors Extension of all topics covered in Maths Methods
Is a scored subject with one end of year exam (reference book and scientific calculator allowed)	Is a scored subject with two end of year exams (reference book and CAS calculator allowed)	Is a scored subject with two end of year exams (first exam no notes and no calculator, second exam reference book and CAS calculator allowed)	Is a scored subject with two end of year exams (first exam no notes and no calculator, second exam reference book and CAS calculator allowed) Must take Maths Methods if wanting to take specialist Maths

FOUNDATION MATHEMATICS

WHY STUDY THIS SUBJECT?

[Subject Videos](#)

Foundation Mathematics focuses on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

Satisfactory completion of Foundation Mathematics Units 1 and 2 leads to Foundation Mathematics Units 3 and 4.

Foundation Mathematics meets the requirements of the VCE-VM numeracy program. At Units 3 and 4 it is also a scored subject (contributes towards an ATAR) and is a pre-requisite for some tertiary courses.

Pre-requisites

A good level of achievement in Year 10 Applied Mathematics, or a satisfactory completion of Year 10 Standard or Advanced Mathematics.

UNIT 1

WHAT IS STUDIED?

- Estimation and applications of Mathematics
- Collection and presentation of data
- Financial maths and applications
- Metric units of measure

WHAT TYPE OF WORK IS DONE?

- Bookwork – set exercises
- Homework
- Mathematical investigation
- Tests
- Application tasks
- Summary and review notes
- End of semester examination

UNIT 2

WHAT IS STUDIED?

- Number patterns and applications in everyday contexts
- Data analysis and summaries
- Further applications of financial maths
- Applications of space and measurement

WHAT TYPE OF WORK IS DONE?

- Bookwork – set exercises
- Homework
- Mathematical investigation
- Tests
- Application tasks
- Summary and review notes
- End of semester examination

FOUNDATION MATHEMATICS

UNIT 3 and UNIT 4

WHAT IS STUDIED?

- Algebra, number and structure (AOS 1)
 - Ratios and proportions
 - Direct and indirect variation and estimation
 - Applications of mathematical relations-for example break even points
- Data analysis, probability and statistics (AOS 2)
 - Data collection, analysis and representation
 - Applications of Data analysis, for example making predictions
- Discrete mathematics (AOS 3)
 - Investments and loans
 - Taxation-personal and business
 - Financial risk
 - Analysis and interpretation of financial information
- Space and measurement (AOS 4)
 - 2 and 3 dimension shape transformations
 - Measurement conversions including metric and relevant non-metric measures
 - Length, Area and volume applications
 - Calibration, tolerance and precision of measuring devices

WHAT TYPE OF WORK IS DONE?

- Bookwork – set exercises
- Homework
- Chapter quizzes

Unit 3

- SAC 1: Mathematical investigation 1 (20%)
- SAC 2: Mathematical investigation 2 (20%)

Unit 4

- SAC 3: Mathematical investigation 3 (20%)

Exam

There is one exam at the end of the year. A bound reference and scientific calculator is allowed. Exam contributes 40% of study score

School assessed coursework contribute 60% of the study score but results are subject to statistical moderation by the VCAA.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Foundation Mathematics Units 3 and 4 extends the mathematical concepts covered in Foundation Mathematics Units 1 and 2.

Foundation Mathematics can lead to further study at university and is a pre-requisite subject for a number of university courses.

Foundation Mathematics alternatively can be used as a foundational maths study for applications in future life and career choices

GENERAL MATHEMATICS

WHY STUDY THIS SUBJECT?

[Subject Videos](#)

General Mathematics provides courses of study for a diverse group of students. Students select Mathematics if:

- They need it for their career pathway
- They have an interest in practical Mathematics
- They wish to extend their knowledge of Mathematics
- It is a pre-requisite/preferred subject for tertiary courses

Satisfactory completion of General Mathematics Units 1 and 2 leads to General Mathematics Units 3 and 4. It is a pre-requisite for some tertiary courses.

Pre-requisites

A good level of achievement in Year 10 Standard Mathematics and use of the TI-*n*spire (CAS) calculator or satisfactory completion of Year 10 Advanced Mathematics.

UNIT 1

WHAT IS STUDIED?

- Investigating & comparing data distributions
- Recursion & financial mathematics
- Linear functions, graphs equations & models
- Matrices

WHAT TYPE OF WORK IS DONE?

- Bookwork – set exercises
- Homework
- Mathematical investigation
- Tests
- Application tasks
- Summary and review notes
- End of semester examination

UNIT 2

WHAT IS STUDIED?

- Investigating relationships between two numerical variables
- Graphs & networks
- Variation
- Space, measurement & applications of trigonometry

WHAT TYPE OF WORK IS DONE?

- Bookwork – set exercises
- Homework
- Mathematical investigation
- Tests
- Application tasks
- Summary and review notes
- End of semester examination

GENERAL MATHEMATICS

<p>UNIT 3</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Data Analysis (AOS 1) <ul style="list-style-type: none"> ○ Investigating data distributions ○ Investigating & modelling linear associations ○ Investigating & modelling time series data • Discrete Mathematics: Recursion and financial modelling (AOS 2) <ul style="list-style-type: none"> ○ Depreciation of assets ○ Compound interest investments & loans ○ Reducing balance loans ○ Annuities & perpetuities ○ Compound interest investment with periodic & equal additions to the principal. 	<p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Bookwork – set exercises • Homework • Chapter quizzes • SAC 1: Data analysis application task • SAC 2: Financial problem-solving task
<p>UNIT 4</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Discrete Mathematics: Matrices (AOS 3) <ul style="list-style-type: none"> ○ Matrices & their applications ○ Transition matrices • Discrete Mathematics Networks & Decision Mathematics (AOS 4) <ul style="list-style-type: none"> ○ Graphs & networks ○ Exploring & travelling problems ○ Trees & minimum connector problems ○ Flow problems ○ Shortest path problems ○ Matching problems ○ Scheduling problems & critical path analysis 	<p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Bookwork – set exercises • Homework • Chapter quizzes • SAC 3: Matrices problem-solving task • SAC 4: Graphs & networks problem-solving task <p>For Unit 3 &4 two examinations are completed at the end of year. Each exam is worth 30% of the study score. School assessed coursework is worth 40% of the study score but are subject to statistical moderation by the VCAA. Both examinations are technology active & allow access to a reference book.</p> <ul style="list-style-type: none"> ○ Exam 1 consists of 40 multiple choice questions. ○ Exam 2 consists of short answer and extended response questions to a total of 60 marks.
<p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>General Mathematics Units 3 and 4 extend the mathematical concepts covered in General Mathematics Units 1 and 2.</p> <p>It is a pre-requisite subject for a number of Education and Nursing courses and is a preferred subject for some other courses.</p>	

MATHEMATICAL METHODS

Subject Videos

WHY STUDY THIS SUBJECT?

Mathematical Methods is the study of functions and their modelling applications in relation to other disciplines. Students would study Mathematical Methods if they:

- are good at Mathematics, particularly algebra
- enjoy Mathematics
- wish to extend their mathematical knowledge
- need it for their career pathway
- wish to keep their options open
- need it as a pre-requisite for Mathematical Methods 3/4 and Specialist Mathematics 3/4
- need it as a pre-requisite/preferred study for tertiary courses

Pre-requisites

A good level of achievement in Year 10 Advanced Mathematics, and competent use of the TI – Nspire (CAS) calculator

UNIT 1

WHAT IS STUDIED?

- Polynomial functions and graphs
- Algebra
- Rates of change and calculus
- Probability and statistics

WHAT TYPE OF WORK IS DONE?

- Bookwork – set exercises
- Homework – set sheets
- Assignments
- Investigation
- Application tasks
- Tests
- End of semester examinations
 - Exam 1: Technology and summary book free
 - Exam 2: Technology active with summary book

UNIT 2

WHAT IS STUDIED?

- Exponential, logarithmic and trigonometric functions and graphs
- Algebra
- Calculus – derivatives and anti-derivatives
- Probability and statistics

WHAT TYPE OF WORK IS DONE?

- Bookwork – set exercises
- Homework – set sheets
- Assignments
- Investigation
- Application tasks
- Tests
- End of semester examinations
 - Exam 1: Technology and summary book free
 - Exam 2: Technology active with summary book

MATHEMATICAL METHODS

<p>UNIT 3</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none">• Polynomial functions• Inverse functions• Graphs• Transformations• Circular (trigonometric) functions• Exponential and logarithmic functions• Calculus – differentiation	<p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none">• Bookwork – set exercises• Homework• Application task• Topic tests• Revision exam questions
<p>UNIT 4</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none">• Calculus – integration• Algebra• Discrete random variables• Continuous random variables• Statistical inference	<p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none">• Bookwork – set exercises• Homework• Two modelling or problem-solving tasks• Topic tests• Revision exam questions <p>For Unit 3 & 4 two end of year examinations are completed, worth 60% of the final result. School assessed coursework is worth 40% of the final result.</p> <ul style="list-style-type: none">○ Exam 1: Technology and summary book free. The exam is made up of short answer questions○ Exam 2: Technology active with summary book. The exam is made up of multiple choice and extended response questions
<p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>Mathematical Methods is a pre-requisite / preferred course of study for many tertiary courses including Physical and Biological Science, Engineering, Architecture, Computer Science, Accounting, Medicine, Nursing and many others.</p>	

SPECIALIST MATHEMATICS

[Subject Videos](#)

WHY STUDY THIS SUBJECT?

Specialist Mathematics extends the work studied in Mathematical Methods. Students would study Specialist Mathematics if they:

- enjoy Mathematics and its practical application to Science and Engineering.
- wish to extend their mathematical knowledge.
- need it for their career pathway.
- need it as a pre-requisite / preferred subject for tertiary courses.

Pre-requisites

A good level of achievement in Year 10 Advanced Mathematics and competent use of the TI – Nspire (CAS) calculator

UNIT 1

WHAT IS STUDIED?

Specialist mathematics extends the concepts of Mathematical Methods and prepares students for Specialist Mathematics Units 3 and 4.

The following areas are studied:

- Number systems and recursion
- Logic and proof
- Graph theory
- Combinatorics
- Matrices

WHAT TYPE OF WORK IS DONE?

- Bookwork – set exercises
- Homework
- Mathematical investigation
- Tests
- Application tasks
- Summary and review notes
- End of semester examinations

Exam1: Technology and summary book free

Exam 2: Technology active with summary book

UNIT 2

WHAT IS STUDIED?

Specialist Mathematics extends concepts of Mathematical Methods and prepares students for Specialist Mathematics Units 3 and 4.

The following areas are studied:

- Trigonometry
- Transformations
- Statistics - sampling and sample distributions
- Complex numbers
- Vectors in the plane
- Functions and graphs
- Calculus

WHAT TYPE OF WORK IS DONE?

- Bookwork – set exercises
- Homework
- Mathematical investigation
- Tests
- Application tasks
- Summary and review notes
- End of semester examinations

Exam 1: Technology and summary book free

Exam 2: Technology active with summary book

SPECIALIST MATHEMATICS

UNIT 3

WHAT IS STUDIED?

Specialist Mathematics extends the concepts of Mathematical Methods in the following areas:

- Logic and proof
- Functions and graphs
- Complex numbers
- Calculus (differentiation, integration and differential equations)
- Vectors in 2 and 3 dimensions

WHAT TYPE OF WORK IS DONE?

- Bookwork – set exercises
- Homework
- Application task
- Topic tests
- Revision exam questions

UNIT 4

WHAT IS STUDIED?

Specialist Mathematics extends the concepts of Mathematical Methods in the following areas:

- Kinematics
- Further calculus
- Vector functions
- Vector calculus
- Probability and statistics
- Hypothesis testing

WHAT TYPE OF WORK IS DONE?

- Bookwork – set exercises
- Homework
- Two modelling or problem-solving tasks
- Topic tests
- Revision exam questions

For Unit 3 & 4 two end of year examinations are completed, worth 60% of the final result. School assessed coursework is worth 40% of the final result.

- Exam 1: Technology and summary book free. The exam is made up of short answer questions
- Exam 2: Technology active with summary book. The exam is made up of multiple choice and extended response questions

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Specialist Mathematics is a pre-requisite / preferred subject for tertiary courses in the Physical Sciences, Engineering and some Computer Science courses.

MEDIA

Subject Videos

WHY STUDY THIS SUBJECT?

Media appeals to students who:

- Are interested in exploring a media career and study pathways, e.g. filmmaking, photography, journalism,
- Enjoy developing skills in media production and analysis of different media forms.
- Enjoy exploring a range of creative technologies.
- Are interested in analysing media representations of reality and communication theory.
- Enjoy creating media products in different forms including video, photography and publishing.

UNIT 1

WHAT IS STUDIED?

- **Media representations**
How do we see ourselves and our world in media products?
How do we 'read' media products from different periods of time, locations and contexts, to gain understanding of the world and the role of the audience
- **Media forms in production**
How can we manipulate codes and conventions to create representations?
- **Australian stories**
How are Australian stories structured in fictional and non-fictional media narratives?

Australian media is built on stories that reflect our local, national and global cultural histories
The perspectives of Aboriginal and Torres Strait Islander people are an important element in the Australian media landscape.

WHAT TYPE OF WORK IS DONE?

- Film, audio, photography and print Production
- Practical and theoretical exploration of different media forms and representations
- Investigation of Australian stories in media including cultural histories and influences

UNIT 2

WHAT IS STUDIED?

- **Narrative, style and genre**
How do media creators develop their style?
How do narratives construct realities and meaning for audiences?
- **Narratives in production**
How can we use the production process to create our own media narratives?
- **Media and change**
What is the impact of new media technologies on us as individuals and as a society?

WHAT TYPE OF WORK IS DONE?

- Analysis of styles, creators, structure and values of different media forms
- Design and production of narrative products in media form of choice (e.g. photography, film etc)
- Explore development of media technologies
- End of semester examination

MEDIA

UNIT 3

WHAT IS STUDIED?

Narratives and their contexts

- How does the context of a narrative influence its construction and audience readings?
- Students study narrative film, analysing how codes, conventions and context contributes to the narrative.

Research, development and experimentation

- How are ideas, research, investigation and experimentation used in the development of media products?
- A range of technical and practical skills are explored in the media form of the student's choice, e.g. camera operation, editing, sound, lighting, special effects etc.

Pre-production planning

- How do students refine their ideas and concepts to create media products?
- Students produce a detailed 'pre-production plan' for their individual Media Production. This production is generally a video of 5 – 10 minutes in length, but may be another media form (e.g. photography, animation, website, radio, video game, etc.), according to the student's interest and expertise.
- All decisions for this production are made and documented in this Pre-Production Plan.

WHAT TYPE OF WORK IS DONE?

- Viewing and analysing how codes, conventions and context contributes to the narrative films
- Create a 5-10 minute video essay: analysing its codes and narrative conventions, how a narrative film was constructed, how audiences consume and read the films, consume and the context in which it was produced.
- Written short answer question SAC: analysing codes and narrative conventions, construction and the contexts of the film.
- Technical exercises exploring and demonstrating specific skills chosen by the student
- Personal research and study including films, textbook, visits and online.
- Preparation of a Production Design for the Unit 4 Media Production
- Class presentations and discussion
- Excursion to Top Screen, ACMI Federation Square.

UNIT 4

WHAT IS STUDIED?

Media Production:

- How do students realise their intention through their media productions?
- Students produce, refine, resolve and distribute the product (e.g. video) they planned in Unit 3.

Agency and Control in and of the Media

- Who holds the power and influence – the media or audiences?
- Examination of the changing relationship between and the media and audiences, how media is used by globalised media institutions, governments and individuals.
- Exploring theories explaining how the media affects those who experience it. Major communication theories are examined in relation to various media texts and current issues.

WHAT TYPE OF WORK IS DONE?

- Individually producing a media product of choice based on the Unit 3 Pre-Production Plan.
- Investigating the notion of media influence through research and communication theories applied to media products and audience
- Personal research and study including news, textbook, films and online.
- School Assessed Coursework
- End of year external examination

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Personal skills: Media helps students develop the ability to be more critically aware of the media and to consider the source and intent of media senders and products. Students learn and develop an ongoing range of practical, artistic and theoretical skills. It also encourages further appreciation of media texts such as art, communication and representations of reality.

Career Pathways: Completion of VCE Media can be the gateway to a huge range of careers and further education options. It is an excellent pre-requisite for many related tertiary courses and career opportunities. The personal major media product produced during the year is an important folio piece to accompany applications for a variety of further study and occupation applications.

MUSIC

WHY STUDY THIS SUBJECT?



VCE Music appeals to students who:

- Like to sing or play one (or more) musical instruments
- Enjoy performing and playing as part of a group and individually
- Wish to improve their skills in performance, and to develop their understanding of music language and interpretation

Instrumental lessons are essential for students who undertake this subject. It is recommended that students attempting Units 3/4 should be able to play their instrument at a proficient standard.

UNITS 1 & 2

WHAT IS STUDIED?

- Solo & Group Performance
- Instrumental technique & interpretation
Stage craft
- Aural Skills
- Analysis of unheard works
- The language of music: melody, rhythm, harmony and more

UNIT 3 & 4: Contemporary Performance

WHAT IS STUDIED?

- Studying other performers, analysing their approach to interpretation and how personal 'voice' can be developed
- Identifying expressive/stylistic challenges in works being prepared for performance
- The study of music language concepts such as scales, harmony and rhythm
- Music notation, improvisation and performance craft
- Aural Skills – identifying intervals, scales, modes, melodies, rhythms and chords

UNIT 3 & 4: Repertoire Performance

WHAT IS STUDIED?

- Analysis of a wide variety of performances and recordings, including works created by Australian composers since 1990.
- Comparing the ways different musicians have interpreted the same musical work.

Analyse interpretation in a wide range of music, responding to and analysing musical elements, concepts, compositional devices and music language

WHAT TYPE OF WORK IS DONE?

- Prepare and present a program of works that demonstrates a wide range of musical styles and characters
- The elements of music and compositional devices in works being prepared for performance
- Preparation and presentation of technical exercises related to the works being prepared for performance
- Using music language to identify, recreate and notate various elements of music, such as melodies, rhythms, intervals and chords
Performance Examination and Written/Aural Examination

WHAT TYPE OF WORK IS DONE?

- Prepare and present a program of works that demonstrates a wide range of musical styles and characters
- Describe the use of the music elements, concepts and compositional devices in works being prepared for performance
- Preparation and presentation of technical exercises related to the works being prepared for performance
- Using music language to identify, recreate and notate various elements of music, such as melodies, rhythms, intervals and chords
Performance Examination and Written/Aural Examination

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Music courses in many universities and TAFE institutes; Professional performer / musician / orchestra; Music teacher in schools (primary or secondary); Instrumental teachers; Background for arts administration; Music Theatre / Opera stage production; Television/Film music; Computer music; Editing, sound engineer, producer

OUTDOOR AND ENVIRONMENTAL STUDIES

Subject Videos

WHY STUDY THIS SUBJECT?

OES is ONLY available as a 3/4 subject in Year 11 2027

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments, and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with theory-based study enables informed understanding of human relationships with nature. * *Note that there will be a cost associated with the camps in this subject.*

UNIT 3: Relationships with outdoor environments WHAT IS STUDIED?

Changing human relationships with outdoor environments

Students examine the unique nature of Australian outdoor environments and investigate a range of human relationships with outdoor environments, from various Indigenous peoples' cultural experiences, through to the influence of several major historical environmental events and issues following European colonisation.

Relationships with Australian environments in the past decade:

In this area of study students examine conflicting values of human use and relationships with outdoor environments in the past decade. The dynamic nature of relationships between humans and outdoor environments are considered, as well as the social, cultural, economic and political factors that influence these relationships.

WHAT TYPE OF WORK IS DONE? UNITS 3 & 4

- Practical investigative experiences such as multi-day camps, field trips
- Research and analysis
- Investigation and experiential learning
- Practical reports in non-text format such as multimedia, annotated visual display
- Written reports
- Analysis of data
- Short essays
- Short answer tests
- Journals

UNIT 4: Sustainable outdoor environments WHAT IS STUDIED?

The importance of healthy outdoor environments:

Students examine the nature of sustainability and use observations to evaluate the health of outdoor environments. They investigate current and potential threats to a range of outdoor environments and the subsequent impacts, as well as proposing improved solutions for environmental sustainability.

The future of outdoor environments:

Students examine a range of land management practices in different environments and investigate local and individual actions to sustain outdoor environments, now and into the future. They investigate current Acts and conventions and propose improvements to these for greater conservation benefits.

Investigating outdoor environments:

To achieve this outcome students undertake an independent investigation, collecting and evaluating information gathered during at least two different visited outdoor environments across both Units 3 and 4.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

- Environmental Science, Environmental Engineering
- Eco-Tourism, Adventure Tourism, Outdoor Education
- Environmental Management – Parks Victoria, Conservation Organizations
- Wilderness Therapy
- Remote Area First Aid
- An Improved local, national and world environment

WHY STUDY THIS SUBJECT?

Philosophy explores themes and debates within metaphysics, epistemology (philosophy of knowledge) and value theory, as well as techniques of reasoning and argument drawn from formal and informal logic. It investigates human nature through questions about the relationship between body and mind, and personal identity, leading to an examination of the good life. Students study Philosophy because:

- They are curious about the fundamental nature of the world they live in
- They want to improve their thinking ability.

WHAT IS STUDIED?

Unit 1: Existence, knowledge and reasoning

Area of Study 1 - Metaphysics

Two or more of the following topics

- On the material mind
- On the existence and nature of God
- On materialism and idealism
- On free will and determinism
- On time

Area of Study 2 - Epistemology

- On knowledge

One or more of the following

- On the possibility of a priori knowledge
- On science
- On objectivity
- On the possibility of a priori knowledge

Area of Study 3 - Introduction to philosophical inquiry

The activity of thinking philosophically is explicitly and practiced throughout the course

WHAT TYPE OF WORK IS DONE?

- In class discussions
- Dialogues
- Argument mapping
- Short answer responses
- Essay

UNIT 2: Questions of value

WHAT IS STUDIED?

Area of Study 1 - Ethics and moral philosophy

two of the following themes

- On the foundations of morality
- On moral psychology
- On right and wrong

Area of study 2 - Further problems in value theory

At least two of the following themes

- On rights and justice.
- On liberty and anarchy
- On aesthetic value
- On the interpretation of artworks

Area of study 3 - Techniques of philosophical inquiry

Students examine and apply a range of reasoning techniques and consider the role of other factors involved in philosophical thinking such as emotion.

WHAT TYPE OF WORK IS DONE?

- In class discussions
- Argument mapping
- Text Analysis
- Written Analysis
- Short answer responses
- Essay
- Research task

PHILOSOPHY

UNIT 3

WHAT IS STUDIED?

- **The good life and the individual**
What role do pleasure and self-discipline play in a good life?
What is the nature of happiness and what is its role in the good life?
What role do love and friendship play in the good life?
To what extent is the good life dependent on freedom and authenticity?
- **The good life and others**
What obligations, if any, do we have to others?
What is the role of rights and justice in the good life?
What does a good life have to do with being morally good?
What is the relationship between the good for the individual and the good for others?

WHAT TYPE OF WORK IS DONE?

- In class discussions and dialogues
- Philosophical reading-Prescribed reading plus addition material
- Argument mapping

Types of assessments

- an essay (At least one essay for each unit)
- a written analysis
- an extended written response to a stimulus
- short-answer responses
- a written reflection
- presentations (oral, multimedia)
- a dialogue (oral, written).

UNIT 4

WHAT IS STUDIED?

- **Foundations of belief**
What role should experience, testimony and expertise play in the formation of and justification for belief?
What responsibilities, if any, do we have to ourselves and others regarding belief, belief formation and justification?
In what circumstances should we trust assertions made by others?
What should we do in light of others holding beliefs that disagree with our beliefs?
- **Contemporary applications**
Silencing, exclusion and cancelling
Misinformation, disinformation and echo chambers
Truth, trust, credibility and expertise.

End of year exam counts towards 50% of the study score.

For units 3+4 there is a prescribed set of readings that the course is based on. These are updated each year and can be found on the VCAA Philosophy page. The readings can be purchased as a premade single booklet (no need to buy every book)

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

- Further study at university
- Careers that involve conceptual analysis, strategic thinking, insightful questioning and carefully reasoned arguments.

A reflective and prosperous life

PHYSICAL EDUCATION

Subject Videos

WHY STUDY THIS SUBJECT?

- Develop greater knowledge of how the musculoskeletal and cardiorespiratory systems are structured and function.
- Gain a greater understanding of the physiological changes and responses that occur during physical activity.
- Develop a better understanding of physical activity, sport and society from a participatory perspective.
- Better understand how physical activity impacts on your quality of life.

UNIT 1: THE HUMAN BODY IN MOTION

WHAT IS STUDIED?

- How the musculoskeletal and cardiorespiratory systems work together to produce movement.
- The relationship between the body systems and physical activity, sport and exercise and how the systems adapt and adjust to the demands of the activity.
- How the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity
- The social, cultural and environmental influences on movement.
- The implications of the use of legal and illegal practices to improve performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms.
- Strategies to minimise the risk of illness and injury to each system.

WHAT TYPE OF WORK IS DONE?

- Practical lab reports
- Case study analysis
- Data analysis
- Reflective folio of participation in practical activities
- Visual presentations
- Multimedia presentations
- Oral presentations
- Written reports
- Structured questions
- End of semester examination

UNIT 2: PHYSICAL ACTIVITY, SPORT AND SOCIETY

WHAT IS STUDIED?

- Physical activity types and the benefits of being active
- Sociocultural factors influencing physical activity
- Prevalence and trends of physical activity, inactivity and sedentary behaviour
- Assessment of physical activity and sedentary behaviour
- Promotion of physical activity
- Health related fitness components and assessment
- Designing a personalised physical activity plan

WHAT TYPE OF WORK IS DONE?

- Written plan and reflective folio of a program to increase physical activity and/or reduce sedentary behaviour
- Visual presentations
- Multimedia presentations
- Oral presentations
- Written reports
- End of semester examination

PHYSICAL EDUCATION

WHY STUDY THIS SUBJECT?

- To be able to analyse movement and improve movement and skill efficiency.
- To develop understanding of how the body produces energy and responds to exercise.
- To know how to train correctly and understand the elements involved in an effective training program.
- To know how to implement an effective training program to improve fitness.

UNIT 3: MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY, SPORT AND EXERCISE

WHAT IS STUDIED?

- Characteristics of skills and stages of learning
- How to improve skill
- Kinetic and kinematic concepts of human movement
- Biomechanical principles of equilibrium
- Food, fuels and energy systems
- Acute responses to exercise
- Oxygen uptake, oxygen deficit and excess post oxygen consumption
- Muscular fatigue mechanisms
- Strategies used to delay fatigue and promote recovery
- Psychological strategies to enhance performance and recovery
-

WHAT TYPE OF WORK IS DONE?

- Practical lab reports
- Case study analysis
- Data analysis
- Reflective folio of participation in practical activities
- Visual presentations
- Written reports
- Structured questions
- End of semester examination

UNIT 4: TRAINING TO IMPROVE PERFORMANCE

WHAT IS STUDIED?

- Fitness definitions and components
- Data collection and activity analysis in sports
- Assessment of fitness
- Fitness training principles and methods
- Training program design: planning, implementation and evaluation
- Chronic adaptations to training to the cardiovascular, respiratory and muscular systems.
-

WHAT TYPE OF WORK IS DONE?

- Reflective folio of participation in practical activities
- Visual presentations
- Written reports
- Laboratory reports
- Structured questions
- Case study analysis
- Data analysis
- Fitness testing, VO2 max test
- Practice exams
- End of year external examination

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

- Physiotherapy
- Massage Therapy
- Professional Sports Training Course
- Human Movement Science Course
- Physical Education Teacher
- Personal Training Course
- Paramedic Course
- Chiropractic Course
- Osteopath Course
- A lifelong reservoir of knowledge to help keep you fit and healthy

PHYSICS

Subject Videos

WHY STUDY THIS SUBJECT?

Physics involves the study of the physical world around us. Students would study Physics if they:

- Enjoyed doing Physics topics in junior Science
- Did well in Physics topics in junior Science
- Are interested in how we explain the physical world around us
- Have reasonably good mathematical skills
- Need Physics as a prerequisite for tertiary courses

Pre-requisites

Satisfactory completion of Year 10 Science and Mathematics

UNIT 1 How is energy useful to society?

WHAT IS STUDIED?

Area of Study 1

How are light and heat explained?

- Electromagnetic radiation
- Thermal energy
- Interaction of thermal energy and electromagnetic radiation

Area of Study 2

How is energy from the nucleus utilised?

- Radiation from the nucleus
- Nuclear energy

Area of Study 3

How can electricity be used to transfer energy?

- Concepts used to model electricity
- Circuit electricity
- Using electricity
- Electrical safety in the home

WHAT TYPE OF WORK IS DONE?

- Annotated logbook of practical activities
- An analysis and evaluation of generated primary and/or collated secondary data
- A modelling of simulation activities
- Explanations of selected physics devices, designs or innovations
- A report of a selected physics phenomenon
- A media analysis/response
- Problem-solving involving physics concepts and/or skills
- An analysis, including calculations, of physics concepts applied to real-world contexts
- Explanations of a physics phenomenon or concept
- Experiments
- Tests

UNIT 2 How does physics help us to understand the world?

WHAT IS STUDIED?

Area of Study 1

How is motion understood?

- Concepts used to model motion
- Forces and motion
- Energy and motion
- Equilibrium
- Applications of motion

Area of Study 2

Option Study: e.g. How do particle accelerators work?

Area of Study 3

How do physicists investigate questions?

- Investigation design
- Scientific evidence
- Science communication

Students design, undertake and report on a practical investigation.

WHAT TYPE OF WORK IS DONE?

- Annotated logbook of practical activities
- An analysis and evaluation of generated primary and/or collated secondary data
- A modelling of simulation activities
- Explanations of selected physics devices, designs or innovations
- A report of a selected physics phenomenon
- A media analysis/response
- Problem-solving involving physics concepts and/or skills
- An analysis, including calculations, of physics concepts applied to real-world contexts
- Explanations of a physics phenomenon or concept
- A scientific poster
- Experiments
- Tests

PHYSICS

<p>UNIT 3 - How do fields explain motion and electricity? WHAT IS STUDIED?</p> <p>Area of Study 1 How do Physicists explain motion in two dimensions?</p> <ul style="list-style-type: none"> • Newton's Laws of motion • Relationship between force, energy and mass <p>Area of Study 2 How do things move without contact?</p> <ul style="list-style-type: none"> • Fields and interactions • Effects of fields • Application of field concepts <p>Area of Study 3 How are fields used in electricity generation?</p> <ul style="list-style-type: none"> • Generation of electricity • Transmission of electricity 	<p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Application of physics concepts to explain a model, theory, device, design or innovation • Analysis and evaluation of primary and/or secondary data, including data plotting, identified assumptions or data limitations, and conclusions • Problem-solving, applying physics concepts and skills to real-world contexts • Experiments • Tests
<p>UNIT 4 - How have creative ideas and investigation revolutionised thinking in physics? WHAT IS STUDIED?</p> <p>Area of Study 1 How has understanding about the physical world changed?</p> <ul style="list-style-type: none"> • Light as a wave • Light as a particle • Matter as particle or waves • Similarities between light and matter • Einstein's special theory of relativity • Relationship between energy and mass <p>Area of Study 2 How is scientific inquiry used to investigate fields, motion or light?</p> <ul style="list-style-type: none"> • Investigation design • Scientific evidence • Science communication 	<p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Comparison and evaluation of two explanations of a physics phenomenon or concept. • Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries. • Experiments • Tests • End of year external examination
<p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>Physics is the basis of most of the sciences. It underpins studies of all other sciences including Chemistry and Biology. Physics would be an asset to students interested in undertaking tertiary study in the Science, Computer Science or Engineering fields.</p> <p>Currently in Australia there is an undersupply of science graduates. Graduates of Physics degrees have a higher full employment rate than the national average, and have average salaries in the top ten to twenty per cent of the workforce for their age group.</p>	

WHY STUDY THIS SUBJECT?

VCE Politics is an investigation into the big world events, current affairs and contemporary issues shaping our lives. In short, VCE Politics explores ‘Tomorrow’s History, Today!’

At its heart, VCE Politics is about – Power! Who has it? Who doesn’t? And why this is so? ‘Having power’ determines ‘who gets to determine’ the ‘rules of the game’! Hence, VCE Politics can be thought of as an exploration into ‘The Game’ of politics at a local, national, regional and global level, and the players (political actors) involved. Some of whom call the shots as ‘rule-makers’, while others are forced to be ‘rule-takers’ and yet others still, work at being ‘rule-breakers’.

VCE Politics tackles ‘big picture’ topics such as: Democracy, Authoritarianism, Populism, Humanitarian Crises, Global Cooperation, Climate Change, Reducing Poverty, Weapons of Mass Destruction, Human Rights, War/Armed Conflict, Refugees, International Law, The US-China Rivalry and Australia’s use of power in an increasingly competitive Indo-Pacific region.

WHAT IS STUDIED?

Unit 1: Politics, power and political actors

Area of Study 1:

Power and national political actors

Students explore the main domestic political actors within Australia and other countries and investigate one modern-day political issue within Australia. The focus of which, may be Local, State or National.

Area of Study 2:

Power and global political actors

Students explore the main international political actors around the world and investigate one modern-day crisis, e.g. Climate Change, Genocide, Human Rights, War, Weapons Trade, Refugees.

Unit 2: Democracy, stability and change

Area of Study 1:

Issues for Australia’s democracy

Students explore how Australian democracy operates and investigate an issue that challenges Australia’s democratic principles, e.g. ‘Big Money’ in Politics (political donations/lobbying), Media Bias/Disinformation, The Rise of Extremism and The Breakdown of Social Cohesion (national unity).

Area of Study 2:

Global challenges to democracy

Students explore the major international threats that challenge the spread of democracy around the world, e.g. The Rise of Authoritarianism and Populism, The Power of ‘Big Tech’/Social Media and The Potential Risks Posed by Artificial Intelligence (AI).

WHAT TYPE OF WORK IS DONE?

- Classroom discussions and debates
- Undertaking independent and small group political investigations
- Working with and analysing political sources and artefacts (e.g. political cartoons, propaganda posters, song lyrics, speeches, key documents)
- Working with and analysing political interpretations
- Extended response and essay writing
- Reading, viewing and note-taking.
- ‘Political Thinking’ concepts explored in Units 1-2 include:
 - Asking political questions
 - Applying political concepts
 - Using sources as evidence
 - Considering political topics/case studies in terms of:
 - causes and consequences
 - political interests
 - political perspectives
 - political stability and change
 - political significance
 - constructing evidenced-based arguments.

POLITICS

WHAT IS STUDIED?	WHAT TYPE OF WORK IS DONE?
<p style="text-align: center;">Unit 3: Global cooperation and conflict</p> <p>Area of Study 1: Global issues, global responses</p> <p>Students explore the causes and consequence of one modern-day global issue. Students select one global issue to study in-depth: Climate Change, Reducing Poverty or Weapons of Mass Destruction.</p> <p>Area of Study 2: Contemporary crises: conflict, stability and change</p> <p>Students explore the causes and consequences of one modern-day humanitarian crisis. Students select one crisis to study in-depth: Human Rights, Armed Conflict or People Movement.</p>	<p>The following four assessment tasks will be completed over Units 3 and 4:</p> <ol style="list-style-type: none"> 1. a political inquiry 2. evaluation of political sources 3. short answer and extended responses 4. an essay. <ul style="list-style-type: none"> • SACs for Unit 3 will contribute 25 per cent to the study score. • SACs for Unit 4 will contribute 25 per cent to the study score. • Units 3 and 4 are also assessed by an end-of-year examination. The exam will contribute 50 per cent to the study score. • 'Political Thinking' concepts explored in Units 3-4 include: <ul style="list-style-type: none"> ○ Asking political questions ○ Applying political concepts ○ Using sources as evidence ○ Considering political topics/case studies in terms of: <ul style="list-style-type: none"> ▪ causes and consequences ▪ political interests ▪ political perspectives ▪ political stability and change ▪ political significance ▪ constructing evidenced-based arguments.
<p style="text-align: center;">Unit 4: Power in the Indo-Pacific</p> <p>Area of Study 1: Power and the national interest</p> <p>Students explore how one country in the Indo-Pacific region uses its power. Students select one Indo-Pacific country to study in-depth: China, Japan, India, Indonesia or The USA.</p> <p>Area of Study 2: Australia in the Indo-Pacific region</p> <p>Students explore how Australia achieves its national security, economic prosperity, interstate relationships and reputation/'brand' across the Indo-Pacific region. Students focus on Australia's interactions in our regional neighbourhood, particularly with how we cooperate or clash on issues with China, the USA and Pacific-Island nations.</p>	
<p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>Successful completion of VCE Politics is a great foundation into the following university courses: Bachelor of Arts (BA) majoring in Politics/International Relations. Other degrees majoring in a related field to Politics such as Law, History, Economics, International Business and Trade, Journalism, Philosophy, Religion and Theology, Literature and Creative Writing.</p> <p>Studying VCE Politics also equips you with real-world critical thinking skills, which are highly sought after by employers. The following career fields really value someone with a contemporary political understanding: Government, Politics, Law, Defence, Policy and Research, International Business and Finance, Journalism, International Aid and Development and Museum and Gallery Curatorship.</p>	

PSYCHOLOGY



WHY STUDY THIS SUBJECT?

- Psychology develops student skills and understanding of the human mind and behaviour
- Students will develop strong analytical skills, and the ability to evaluate the worth of a variety of theories in each area of this scientific study
- A comprehensive coverage of research methods, including the ethical considerations of psychological studies
- Psychology is an extremely relevant subject – the vast majority of the course content will be very familiar to the student simply from their own everyday life
- The choice of future career paths can be broadened with the inclusion of a science subject
- Psychology is an accessible subject; rewarding students who display a breadth of skills as opposed to a specific and exceptional skill in one area.

UNIT 1 – How are behaviour and mental processes shaped?

WHAT IS STUDIED?

Area of Study 1

What influences psychological development?

- Biopsychosocial model of psychological development
- The process of psychological development

Area of Study 2

How does the brain function?

- Role of the brain in mental processes and behaviour
- Neuroplasticity and brain trauma and disease

Area of Study 3

How does contemporary psychology conduct and validate psychological research?

Students investigate how science is used to explore and validate contemporary psychological research questions. Making connections between the research of others and their own learning enables students to explore and compare responses to contemporary psychological concepts, as well as engage in the analysis and evaluation of methodologies, methods and conclusions of research studies

WHAT TYPE OF WORK IS DONE?

- Analysis and evaluation of an experiment or case study
- A data analysis of generated primary and/or collated secondary data
- Reflective annotations of a logbook of practical activities
- Media analysis of one or more contemporary media texts
- A literature review
- Response to a psychological issue or ethical dilemma
- A modelling or simulation activity
- Problem-solving involving psychological concepts, skills and/or issues
- A report of a scientific investigation, including the generation, analysis and evaluation of primary data.
- A response to an investigation into contemporary psychological research and how science can be used to explore and validate psychological research questions

UNIT 2 – How do internal and external factors influence behaviour and mental processes?

WHAT IS STUDIED?

Area of Study 1

How are people influenced to behave in particular ways?

- Social cognition
- Social influences on behaviour

Area of Study 2

What influences a person's perception of the world?

- Role of perception in the processing and interpretation of sensory information Distortions of perception
- Distortions of perception

Area of Study 3

How do scientific investigations develop understanding of influences on perception and behaviour?

The student should be able to adapt or design, and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.

WHAT TYPE OF WORK IS DONE?

- Analysis and evaluation of an experiment or case study
- A data analysis of generated primary and/or collated secondary data
- Reflective annotations of a logbook of practical activities
- Media analysis of one or more contemporary media texts
- A literature review
- Response to a psychological issue or ethical dilemma
- A modelling or simulation activity
- Problem-solving involving psychological concepts, skills and/or issues
- A report of a scientific investigation, including the generation, analysis and evaluation of primary data.
- Report of a student-adapted or student-designed scientific investigation

PSYCHOLOGY

<p>UNIT 3 – How does experience affect behaviour and mental processes?</p> <p>WHAT IS STUDIED?</p> <p><i>Area of Study 1</i> How does the nervous system enable psychological functioning?</p> <ul style="list-style-type: none"> • Nervous system functioning • Stress as an example of a psychobiological process <p><i>Area of Study 2</i> How do people learn and remember?</p> <ul style="list-style-type: none"> • Approaches to understand learning • The psychobiological process of memory 	<p>WHAT TYPE OF WORK IS DONE?</p> <p>For each outcome, one task selected from:</p> <ul style="list-style-type: none"> • analysis and evaluation of at least one psychological case study, experiment, model or simulation • analysis and evaluation of generated primary and/or collated secondary data • comparison and evaluation of psychological concepts, methodologies and methods, and findings from three student practical activities • analysis and comparison of two or more contemporary media texts
<p>UNIT 4 – How is mental wellbeing supported and maintained?</p> <p>WHAT IS STUDIED?</p> <p><i>Area of Study 1</i> How does sleep affect mental processes and behaviour?</p> <ul style="list-style-type: none"> • The demand for sleep • The importance of sleep to wellbeing • Effects of sleep deprivation and sleep hygiene <p><i>Area of Study 2</i> What influences mental wellbeing?</p> <ul style="list-style-type: none"> • Defining mental wellbeing • Application of a biopsychosocial approach to explain specific phobia • Maintenance of mental health <p><i>Area of Study 3</i> How is scientific inquiry used to investigate mental processes and psychological functioning?</p> <p>Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation involves the generation of primary data relating to mental processes and psychological functioning. The investigation draws on knowledge and related key science skills developed across Units 3 and 4 and is undertaken by students in the laboratory and/or the field.</p>	<p>WHAT TYPE OF WORK IS DONE?</p> <p>For each outcome, one task selected from:</p> <ul style="list-style-type: none"> • analysis and evaluation of at least one psychological case study, experiment, model or simulation • analysis and evaluation of generated primary and/or collated secondary data • comparison and evaluation of psychological concepts, methodologies and methods, and findings from three student practical activities • analysis and comparison of two or more contemporary media texts
<p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <ul style="list-style-type: none"> • Various careers in the field of Psychology, including Clinical, Forensic, and Sports Psychology • Various careers in the Medical field, such as Nursing, Health, Occupational Therapy, Neuropsychology and Psychiatry • Counselling and Community Psychology • Tertiary courses include Science, Arts etc. • Education, Teaching, Academic Psychology • Psychological research 	

RELIGION & SOCIETY

[Subject Videos](#)

OVERVIEW OF SUBJECT

Get ready to explore the big ideas that have shaped the world — and still shape the world today. In Religion and Society Unit 1 & 2, you'll dive into the mysteries of existence, discover how different cultures find meaning and purpose, and unpack how religion can influence identity, community, politics and social change.

This subject isn't all about memorising facts — it's about exploring real-world questions, challenging assumptions, and understanding how belief systems evolve and adapt in a rapidly changing world. You'll investigate ancient traditions, new spiritual movements, and the role of religion in shaping both history and modern society, all while developing your own critical thinking and worldview. If you're curious about people, culture, values, and what drives human behaviour, this subject will open your mind and give you powerful tools to make sense of the world around you.

WHAT IS STUDIED?

The study is made up of two units.

Unit 1: The role of religion in society

- The nature and purpose of religion
- Religion through the ages
- Religion in Australia

Unit 2: Religion and ethics

- Ethical decision-making and moral judgement
- Religion and ethics
- Ethical issues in society

WHAT TYPE OF WORK IS DONE?

- analytical exercises
- case studies
- debates
- essays
- extended responses
- multimedia presentations
- reports
- structured questions
- End of unit exam

As part of their Religious Education program, all students will also take part in Year level liturgies and the Year level Retreat.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

This study fosters an appreciation of the complexity of societies where multiple worldviews coexist. It develops students' skills in research analysis, and decision making, helping them to become informed citizens and preparing them for the global world.

RELIGION & SOCIETY

OVERVIEW OF SUBJECT

In Unit 3, students explore how humans have long sought answers to life's big questions about existence, purpose, and the afterlife. They examine how religion responds to this search through beliefs and truth narratives that explain our place in the world and our connection to ultimate reality, others, and nature. Students investigate how these beliefs are expressed through different aspects of the Roman Catholic tradition, and how they help create meaning for individuals. The unit also considers how significant life experiences interact with and shape religious belief and expression.

In Unit 4, students explore the ongoing relationship between the Roman Catholic tradition and the societies they operate in and contribute to. It examines how these living institutions engage dynamically with their members and broader societal forces such as power, authority, and cultural change. Religious traditions evolve as they respond to challenges posed by social, political, economic, and technological developments, sometimes embracing change and other times resisting it. Through this interaction, they seek to maintain their integrity, authority, and identity while influencing and being influenced by the wider society around them.

WHAT IS STUDIED?

The study is made up of two units.

Unit 3: The search for meaning

- Responding to the search for meaning
- Expressing meaning
- Significant life experiences, religious beliefs and faith

Unit 4: Religion, challenge and change

- Challenge and response
- Interaction of religion and society

WHAT TYPE OF WORK IS DONE?

- analytical exercises
- case studies
- debates
- essays
- extended responses
- multimedia presentations
- reports
- structured questions
- End of year exam (50% weighting)

As part of their Religious Education program, all students will also take part in Year Level liturgies and the Year level Retreat.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

This study fosters an appreciation of the complexity of societies where multiple worldviews coexist. It develops students' skills in research analysis, and decision making, helping them to become informed citizens and preparing them for the global world.

PRODUCT, DESIGN & TECHNOLOGIES – TEXTILES

WHY STUDY THIS SUBJECT?

In VCE TEXTILES (Product Design and Technologies) students operate as designer-makers, with 'end-users' in mind. They learn to investigate, design, produce and evaluate textile (fabric and fibre) products such as fashion garments, costume, bags and accessories, toys, furnishings/homewares for interior design and special-needs items for improving people's/animal's lives.

Over Units 1 - 4 the course focuses on solution-based creative problem solving, construction techniques, testing, methods of manipulating and embellishing fabrics, using patterns and creating prototypes. Students will gain an understanding of how sustainability, cultural influences, ethical considerations, material properties and industry practices impact textile design and production.

Students engage in both independent and collaborative team work - reflecting 'real-world' design industry practice.

UNIT 1: Design Practices

- How do designers work? Developing a textile product as a collaborative team.
- Factors that influence textile design.
- Identify a need/opportunity and explore ideas for what to make.
- The formulation of a Design Brief - including profile of end user(s), function, project scope and evaluation criteria.
- Developing drawing skills to communicate concepts. Testing materials and trialling processes, including sewing machine and manual construction techniques.
- Modelling and prototyping strategies. Completion of a textile product solution.

2: Positive Impacts for End Users

- Design (or improve upon) a product for a specific/special need, in order to benefit the life of the end user - Human or Non-human (animal). eg. 'Adaptive clothing' eg. A multifunctional garment /An item to aid specific psychological needs, such as a comfort or sensory toy for children /A textile product for domestic pet, farm animal or native wildlife.
- Research and document how specific designers address needs and opportunities to improve lives.
- Investigate cultural influences on product design, including that of Aboriginal and Torres Strait Islanders.
- Formulate a design brief, research, apply different drawing systems, test materials, use equipment and resolve a final concept in the presentation of a folio.

WHAT TYPE OF WORK IS DONE?

- Creating and responding to Design Briefs
- Applying the Double-Diamond design approach in Folio production
- Collaborative group work
- Production of samplers (Practical examples of: sewing machine and construction techniques, decorative processes such as printing, dyeing, embroidery, applique, quilting, patchwork and beading)
- Drawing, rendering in various mediums. Exploring the Design Elements and Principles
- Inquiry based research and case studies
- Multimedia tasks
- Documentation of a Visual Diary
- Pattern interpretation and drafting. Mock ups and prototypes.
- Product analysis and evaluation
- Excursions/Incursions

PRODUCT, DESIGN & TECHNOLOGIES – TEXTILES

<p>UNIT 3: Ethical Product Design and Development</p> <ul style="list-style-type: none"> • Critique examples of ethical textile product design/manufacture within a range of settings • Scale/Context - One-off manufacturing (eg. A couture dress) v. Low Volume 'Batch' manufacturing v. Mass/High Volume production. • Traditional, new and emerging technologies. Impact of automation, Laser technology, CAD, AI, etc. • The Circular Economy and clothing - responding to the environmental impact of textile waste. 'Lean' manufacturing in the Textiles industry. eg. ZARA's model. • Influence of Sustainability on design, manufacturing and marketing. Local Melbourne case study - eg. 'Slow fashion' label, HYPH-N (using 'Dead stock' fabrics) • Experimental and alternative materials - eg. Vegan leather, Bamboo as fibre. • Investigate and respond to an ethical design problem - personal, local or global. • Formulate a design brief for an ethical product. Evaluate concepts, synthesise and apply feedback to justify a final proof of concept. 	<p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Creating and responding to Design Briefs • Applying the Double-Diamond design approach in Folio production • Drawing and rendering in various mediums. Applying Design Elements and Principles. • Surface decoration, such as printing, dyeing, embroidery, applique and fabric or fibre manipulation. • Pattern interpretation and drafting - Flats, Mock ups and prototypes. • Testing materials, tools and processes. Application of manual and sewing machine construction techniques. • Group interaction/sharing platforms • Excursions / Incursions • Inquiry based research and case studies • Multimedia tasks • Documentation of a Journal/Graphic organiser • Product analysis and evaluation
<p>UNIT 4: Ethical Product Design and Development</p> <ul style="list-style-type: none"> • Complete the product designed in Unit 3 - a scheduled production plan in a journal to record progress and document decisions and modifications. • Evaluations to be made at various points of product design, development and production, in collaboration with a client and/or an end-user. • Compare with similar textile products to help judge success in relation to criteria and a range of factors. • Analyse the environmental, economic and social impact of textile products throughout their life cycle. 	<p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>VCE TEXTILES is a great choice if you enjoy creative subjects, would like to design and work with fabrics and are interested in building a portfolio for a career in Fashion Design, Textile Design, Interior Decoration, Theatrical Costume and Set Design, Drafting, Millinery, Clothing cutter or technological innovation for specific users, communities and society in general.</p> <p>Cadetships or Traineeships are available in the fashion, manufacturing or merchandising sectors of the Textiles sector.</p>

THEATRE STUDIES

2027	Unit 3&4 Drama Unit 1&2 Theatre Studies	Year 11 Students could choose to take Theatre Studies, or extend and undertake Drama as a Unit 3&4 Subject Year 11 students may wish to undertake two performing Arts subjects, with permission from Arts LAL Year 12 students could only undertake Unit 3&4 Drama
2028	Unit 3&4 Theatre Studies Unit 1&2 Drama	Year 11 Students could choose to take Drama, or accelerate and undertake Theatre Studies as a Unit 3&4 Subject Year 11 students may wish to undertake 2 performing arts subjects, with permission from Arts LAL Year 12 students could only undertake Unit 3&4 Theatre Studies

WHY STUDY THIS SUBJECT?

Theatre Studies offers opportunities for:

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- Creative expression and developing acting skills
- Learning about the skills required in costume, make-up, props, set, lighting and sound design.
- Development of group and independent working skills
- Enhancement of analytical, evaluative and critical thinking skills
- Refinement of problem-solving, collaborative and communication skills
- Development of an appreciation of theatre and its significance as an art form
- Creative and imaginative experimentation with the possibilities of theatrical design

UNIT 1: HISTORY OF THEATRE STYLES AND CONVENTIONS PRE-1945

WHAT IS STUDIED?

- What are the features of theatre styles and scripts from pre-1945? eg. Ancient Greek and Ancient Roman, Commedia dell'Arte, Elizabethan, Restoration comedy, Naturalism/Realism, Noh, Bunraku and Kabuki
- Creatively interpret scripts from the pre-modern era in production roles, eg. actor, director, designer, costume, make-up, props, set, lighting, sound.
- Attend a live theatre production and analyse the performance of a script and how the production roles are utilised.

WHAT TYPE OF WORK IS DONE?

- Practical workshops in interpreting scripts through application of acting, direction.
- Practical workshops applying production roles to script work, eg. costume, hair and make-up, props, set, lighting and sound design.
- Analysis of how amateur or professional theatre companies interpret playscripts through production roles.
- Oral/visual/multimedia reports and/or presentations and structured questions
- View and respond to a professional theatre performance
- Describe how the context of a scripts can influence a play production

UNIT 2: CONTEMPORARY THEATRE STYLES AND MOVEMENTS

WHAT IS STUDIED?

- Examine contemporary theatre practice from 1945 to the present day, exploring scripts from either two distinct theatre styles or a theatre movement, with one Australian play.
- What are the features of theatre styles and scripts from 1945 to today? eg. Epic theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre, Experimental theatre, Musical theatre, Physical theatre, Verbatim and Immersive/Interactive theatre.
- Creatively interpret scripts from the 1945 to the present day in production roles. eg. actor, director, costume, make-up, props, set, lighting, sound.
- Attend a live theatre production and analyse the performance of a script and how the production roles are utilised.

WHAT TYPE OF WORK IS DONE?

- Develop expertise in production roles. eg. actor, director, designer, costume, make-up, props, set, lighting, sound.
- Workshop conventions of specific contemporary theatre styles
- Research subject matter and document the production process of playscripts
- Outline characteristics of specific contemporary theatre movements
- View and respond to a professional theatre performance
- Apply elements of theatre composition
- Conduct dramaturgical research on
- Examine contemporary theatre practices, safe and ethical work practices, inclusivity, and sustainability - placing importance on cultural diversity and contemporary issues.

THEATRE STUDIES

UNIT 3: PRODUCING THEATRE

- Students develop an 'interpretation' of a script through the three stages of the theatre production process: planning, development and presentation.
- They specialise in two production roles, working collaboratively, to imaginatively realise the production of a script.
- Production roles include actor, director, designer, costume, make-up, props, set, lighting, sound.
- Analysis of the ways production roles can be used to interpret script excerpts.
- Students attend a performance and analyse and evaluate the interpretation of the script in the performance.

WHAT TYPE OF WORK IS DONE?

- Production of a major Play Performance
- Record the development of two chosen production roles for the play in a folio
- View a professional theatre production and analyse and evaluate the ways the areas of production were used to interpret the script

UNIT 4: PRESENTING AN INTERPRETATION

- In this unit students study a scene and an associated monologue.
- They initially develop an interpretation of the prescribed scene.
- This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process.
- Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene.
- To realise their interpretation, they work in production roles as an actor and director, or as a designer.
- For the exam, students working as actor/director perform the monologue in character and designers present their stagecraft choices to the assessors.

WHAT TYPE OF WORK IS DONE?

- Research and preparation of an imaginative interpretation of a monologue - as actor/director or designer of up to 7 minutes duration, presented to external examiners.
- Students document the processes, techniques and skills used in the 'stagecraft exam' task
- Attend professional workshops to prepare for the stagecraft and written examinations
- View a second professional theatre production and analyse and evaluate the ways the script was interpreted
- End of year external examination

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The confidence, commitment to group collaboration, independent working habits, research and analytical skills developed in Theatre Studies are a foundation for any vocational or further study aspirations.

Theatre Studies is also an excellent pathway for students who love working in theatre, but don't necessarily like acting. The important thing to understand about studying VCE Theatre Studies is that it opens up opportunities for an incredible future in many different facets of the workforce, eg. acting, directing, make-up artist, costume/props/set/lighting sound designer.

Success can be had in the Arts industry through studying Theatre Studies, but skills such as confidence in public speaking; personal organisation and independence are so transferable, the possibilities are endless.

VISUAL COMMUNICATION DESIGN

WHY STUDY THIS SUBJECT?

Subject Videos

There are not many VCE studies which challenge both sides of the brain as effectively as Visual Communication Design. This study allows students to develop creative, critical and reflective thinking (design thinking), and to gain confidence using drawing and digital design technologies to visualise thinking. Visual Communication Design examines the way visual language can convey ideas, information and messages. The Visual Communication Design study encourages students to create and communicate through visual means to shape the everyday quality of life for individuals, communities and societies. Students will employ the design process to generate and develop creative innovative solutions and refine presentations for a wide range of design problems. Students will develop skills using a variety of manual drawing and digital methods to develop and refine presentations.

UNIT 1: FINDING, REFRAMING AND RESOLVING DESIGN PROBLEMS

WHAT IS STUDIED?

- Understanding human-centred design and research methods to identify a communication need.
- Create visual language for a business or brand using the design process
- Develop a sustainable object considering influences and factors of design

WHAT TYPE OF WORK IS DONE?

- Use freehand drawings for observational, visualisation and presentation
- Apply two- and three-dimensional drawing to represent the form and structure of objects
- Select and apply media, materials and techniques to draw and render forms
- Apply convergent and divergent thinking strategies to generate alternative ideas
- Apply appropriate drawing methods to make visible ideas and concepts
- Apply design elements and principles and Gestalt principles of visual perception to generate and develop options
- Use Photoshop and Illustrator to refine concept designs
- Practical design folio of tasks using the design process
- Using human-centred research methods to identify and reframe design problems
- Explore circular design and sustainable design practices
- Write design briefs and participate in critiques

UNIT 2: DESIGN CONTEXTS AND CONNECTIONS

WHAT IS STUDIED?

- Present an environmental design solution that draws inspiration from context and a chosen style
- Apply culturally appropriate design practices with an understanding of a designer's legal and ethical responsibilities when designing personal iconography
- Apply the VCD design process to design an interface for a digital product environment or service.

WHAT TYPE OF WORK IS DONE?

- Apply drawing methods suitable for presentation drawings: Environmental design (architectural, interior or landscape design).
- Analysing the work and practices of Aboriginal and Torres Strait Islander designers
- Develop an understanding of the ethical and legal responsibilities of a designer (ownership, intellectual property)
- Document interaction designs in the form of a brief
- Identify and research interactive devices, services and systems
- Application of the VCD design process relevant to user-experience and interaction design projects

VISUAL COMMUNICATION DESIGN

<p>UNIT 3: VISUAL COMMUNICATION IN DESIGN PRACTICE</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications • Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices • Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief 	<p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Design Analysis • Create three visual communications for different contexts, purpose and audiences • Include 2 and 3 dimensional presentation drawing and digital methods • Annotate visual communications or prepare a written or oral report that explains the connections between each of their visual communications and existing communications • Prepare a report or answer structured questions • Prepare a brief and developmental folio of work relevant to the brief
<p>UNIT 4: DELIVERING DESIGN SOLUTIONS</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Develop distinctly different design concepts for each need. Select and refine for each need a concept that satisfies each of the requirements of the brief • Produce final visual communication presentations that satisfy the requirements of the brief • Devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief 	<p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Students prepare a folio of conceptual developments for each need • Students prepare two distinct separate presentation formats as detailed in the brief developed in Unit 3 • Students devise a pitch to present and explain their visual communications to the client, either an oral report, a written task or annotated visual report evaluating the visual communications against the brief
<p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>The study of Visual Communication Design can provide a career pathway to design and design and art related studies, including Graphic Design, Digital and Web Design, Advertising, Print Publication/Book illustration, Typographic Design, Package/Surface Design, Logo Design, Brand Identity, Architecture, Spatial Design, Collaborative Design, Game Design, Environmental Design, Landscape Architecture, Product Design, Object Design, Engineering, Draftsperson, VX Designer and Web Interface Design.</p>	

Careers – Useful Website

www.shckynetoncareers.com Sacred Heart College Career Tools Website

<http://www.apprenticeships.gov.au> Australian Apprenticeships combine paid work with structured training to give people nationally recognised industry qualifications

www.gooduniguide.com.au Find courses and places to study

www.vtac.edu.au Victorian Tertiary Admissions Centre

www.yourcareer.gov.au/schoolleaver School leavers support

<https://www.gooduniversitiesguide.com.au>

www.yourcareer.gov.au

www.youthrivevictoria.org.au

Career Staff

Karina Wheeler - Careers Coordinator

Kristina Delaney - Professional Careers Practitioner and
Year 10 Work Experience Coordinator

Lucy King - Careers Information Assistant

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